Validation of Pre-existing Maintenance Tests

Comments by Tom Ramsay

PROBLEM: Some of our clients require job knowledge tests for maintenance positions such as Mechanic, Electrician, or Multi-Craft Mechanic.

STARTING POINT: The client reviews Ramsay Corporation's off-the-shelf test to ensure that the subject matter of the test represents important job-related content.

SOLUTION: The client selects a diverse group of knowledgeable job experts who review the job description, complete a *Maintenance Activity List* and review and edit a list of knowledge and skills areas.

They participate in an Angoff session to determine cutting scores and rate job-relatedness on a scale of 0 (not job-related) to 5 (highly job-related). Any questions rated 0, 1, or 2 are removed from the test.

Ramsay Corporation prepares a content validation report in the format suggested by the *Uniform Guidelines on Employee Selection Procedures.*

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TIP

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Cover: Budd Inlet Harbor, Olympia, Washington. Photo courtesy of Robert Vandenberg, Professor of Management, University of Georgia.

A Message From Your President

Gary Latham

Upon entering Georgia Tech in 1967 as a graduate student, I was surrounded by I-O faculty who had served as psychologists in WWII. They were passionate about the application of science to solving organizational issues, especially job satisfaction and performance. If they had a hero, it was John Flanagan, the founder of the American Institutes for Research (AIR). A life long practitioner, Flanagan received the Distinguished Professional Contributions Award from both APA and SIOP and the Gold Medal Award of Life Achievement in the Application of Psychology. His 1954 article published in *Psychological Bulletin* on the critical incident technique is among the most, if not the most, cited paper in our field.

Through Flanagan's former protégé, Bill Ronan, who was my mentor at Tech, I obtained the position of staff psychologist with the American Pulpwood Association immediately following the receipt of my master's degree in 1969. The thrill that a 23-year old gets from extrapolating principles from science, applying them to the workplace, analyzing the data, and then finding that this stuff really works is indescribable. Seeing that practice, based on science, makes a significant difference for the lives of people in the workplace drove me back to graduate school in 1971 to obtain a PhD at the University of Akron. I devoured the journals in search of ways to improve my skills as a practitioner. The Weyerhaeuser Company hired me in 1973.

While the head of human resource research at Weyerhaeuser, I continued to be influenced by what I read and observed from icons in our field. **Bob Guion** preached the necessity of conducting research that will affect practice. **Ed Fleishman** left the academic world for the world of practice to become the president of AIR. **Paul Thayer** left the world of practice (LIMRA) to become the department head of Psychology at NC State. Doug Bray, Dick Campbell, and **Don Grant** published their work at AT&T on the assessment center. Herb Meyer published his work at GE on performance appraisal; **Mel Sorcher,** also at GE, published his work on the use of behavioral modeling for training supervisors. Paul Thayer, while at LIMRA, co-authored with Bill McGeehee, at Fieldcrest & Mills, unarguably THE book on training.

These people were icons in SIOP because they lived and breathed the scientist–practitioner model. All but one was elected president of SIOP-Division 14. Two, in addition, served as editor of *JAP* (Fleishman, Guion). One was the first recipient of our award for Distinguished Contributions to Psychology as a Profession (Sorcher). Three subsequently received this award (Fleishman, Meyer, Thayer). One received SIOP's award for Distinguished Contri-

butions to Psychology as a Science (Guion). Three received SIOP's Distinguished Service Contributions Award (Campbell, Thayer, Guion). Bray received the APA Award for Distinguished Professional Contributions. APA's Distinguished Scientific Award for the Application of Psychology was given to Fleishman. The APF Gold Medal Award for Life Achievement in the Application of Psychology was awarded to Bray and Fleishman. The James McKeen Cattell Fellow Award was given to Fleishman and Guion. These people received this recognition because of their impact on our field, because of the impact they had on the organizations where they worked. The important contribution they made was to science-based practice. Standing on the shoulders of SIOP's icons, it is now time for us as organizational psychologists to take a leap forward. It is time for us to greatly increase our visibility and influence in the public domain. Here's why.

The public is waking up to the importance for evidence-based medicine, evidence-based education, and evidence-based clinical psychology. Even evidence-based design (architecture) has arrived. As of January of this year, **Denise Rousseau**, a SIOP Fellow, has organized an international group of scientist–practitioners to meet two or more times a year at Carnegie-Mellon University to discuss the launching of evidence-based management. **Michael Frese**, a SIOP Fellow and past president of IAAP, **Debra Cohen**, chair of SIOP Professional Affairs and chief knowledge officer of the Society for Human Resource Management (SHRM), and I are part of this group.

SHRM and SIOP: Promoting Evidence-Based Management

Unlike most people in finance and marketing, many people enter the field of human resource management through other areas of the organization (e.g., line management). They were placed in HRM, in part, because of their interpersonal skills. In most instances, they have a no formal education in HRM.[1] Hence, they operate primarily on the basis of "common sense" and on the knowledge gleaned from practitioner outlets. They draw conclusions from the popular press and the retrospective sense making of former leaders in industry (e.g., at first Bob Townsend, more recently Jack Welch). What they lack is evidence-based management. The question is whether they want it.

The answer from the Conference Board is an emphatic yes. A little more than a year ago, the board launched an experimental research working group on evidence-based human resources with the expectation that no more than a dozen companies would have the desire to participate in this process. To the board's surprise, the group was oversubscribed. The board was forced to launch a second group to meet the high demand. In the end the Conference Board enrolled a total of 42 organizations, of which 20 were *Fortune* 100s or Global, headquartered in 8 different countries. In addition there were quasi

[1] A recent SHRM survey revealed that only 28% of the respondents had studied HRM as their academic discipline in college.

governmental organizations: NASA, the World Bank, and Saudi Aramco (Saudi Arabia's state run oil company).

The clear message that these organizations sent was that (a) human resource managers want interventions that impact organizationally relevant outcomes positively; (b) these interventions need to have been rigorously tested beforehand; and (c) leveraging human resources is key to the implementation of an organization's strategic plan.

A second source of information that organizations want evidence-based management comes from the Society for Human Resource Management (SHRM). They have more than 235,000 members.

The value that SHRM places on what SIOP members do is evident from the choice of recipients of the Michael Losey Award.[2] This award, $50,000, is given annually to a researcher who has made a meaningful contribution to the practice of HRM. Five of the six recipients to date have been SIOP Members: **Ed Lawler, Frank Schmidt,** me, **Mike Beer,** and **Herb Heneman**. The people on the committee who administer this award include SIOP Members: **Wayne Cascio,** Deb Cohen, **Larry Fogli, Howard Klein, Rich Klimoski, Fred Morgeson, Susan Taylor,** and Denise Rousseau.

As of January of this year, I am a member of SHRM's Board of Directors. The value that SHRM places on both evidence-based management and SIOP is clear from my ongoing conversations with Deb Cohen in particular and the SHRM board in general. Cohen (who as of April is SIOP's Professional Practice Chair) and **Nancy Tippins** (a Fellow and past SIOP president) are exploring ways that SIOP and SHRM can work together on an ongoing basis. Specifically, they are examining ways for SIOP to become the source of evidence-based practice for SHRM's 235,000 members. Nancy is going to be the liaison between our two organizations to ensure that good intentions result in concrete action steps. SIOP can and will "make a difference" in the world of practice.

[2] The Losey Award is funded and given annually by SHRM, the SHRM Foundation, and the HR Certification Institute. The award process is administered by SHRM on behalf of these three affiliates. The incoming chair of the SHRM Foundation is a SIOP Member, **Bill Schienmann.**

What Shall We Call Ourselves? Food For Thought [1]

Frank J. Landy
Baruch College of CUNY and
Landy Litigation Support Group

Several months ago, I began a dialogue with **Gary Latham**, SIOP president, about the name of our Society. Gary asked me to do a poll of past presidents on the issue and get back to him. I was able to get responses from 22 of those past presidents (including Gary and I, of course).

I know that as a society we considered this issue a few years ago but conditions are even more pressing now than they were at that time. In addition, I think that because there were so many alternatives and options made available in that referendum no one name could emerge as a "winner" that received more than 50% of the votes. Nevertheless, it is instructive that over 50% of the respondents rejected our current name (or put differently, less than 50% of the respondents chose our current name as the most desirable choice).

I think there are lots of reasons for suggesting a change. Many of them have not changed from a few years ago, but as we move deeper into the 21st century, some are assuming increasing importance. These include the following:

(a) There are just too many syllables in the current name; listeners are tuned out long before we have finished pronouncing our name.

(b) The "industrial" part is both confusing and archaic for the 21st century work of our membership. People think we are industrial engineers or work only in industry (writ small) and are not sure if we work in and study public-sector and governmental settings.

(c) We continue to be at odds with our colleagues in other countries on how we describe ourselves at a time when we should be drawing closer to them (i.e., with respect to increasing work globalization and workforce diversity). I am citing their published research in my writings more and more. Agreed, there are still several different names used internationally (work and organizational, work, occupational), but none use industrial in their titles.

(d) We need to position ourselves for the future, not stick with our past. I am sure that the branding people SIOP has retained would agree with this.

I realize that there may be pushback from traditionalists who feel that we may be abandoning our legacy. But, in fact our legacy has changed when conditions have merited such a change. We abandoned simply "industrial" when we added organizational; we have abandoned "personnel psychology" in favor of HR research and theory, and so on and so on. My own feeling is that many, if not most, of the traditionalists, if they have to explain to lay audiences who they are and what they do, do not call themselves I-O or industrial-organiza-

[1] Editor's Note: For a recap of the issue see: Highhouse, S. (2007). Where did this name come from anyway? A brief history of the I-O label. *The Industrial-Organizational Psychologist, 45*(1), 53–56.

tional psychologists without lots of additional words to explain what that means. Even those of us who consider themselves solely academics describe meeting nonpsychologists and identifying themselves as simply work psychologists (which is what I do) or organizational psychologists (as others do.) And there is just as much a desire to change from those who have been in the field for 40 years (like me) as from those new to the field. This is not a cohort issue. I think we should change our name to match our behavior.

In any event, Gary asked me to do an informal survey of past presidents to see what they had to say on this issue. I contacted all for whom we had up-to-date e-mail addresses. There was overwhelming support for a name change. Eighteen of those who responded were in favor. Four were not in favor. Most preferred simply organizational psychologist, although some (like me) preferred “work psychology” or “work and organizational psychology.” I now agree that work psychology is a bit elemental and sounds like we only concentrate on get-your-hands-dirty work. Organizational psychology reduces our current Society name by five syllables. Most of our other psychological colleagues get by just fine with two word titles: social psychology, experimental psychology, educational psychology, clinical psychology, military psychology, and so forth. We can do just fine with two words as well. So, I am happy with simply organizational psychology. Personally, I do a heck of a lot more of what we insiders call “I” psychology than I do “O” psychology, and I will not feel that I am at a disadvantage with a new name such as organizational psychology (although I will wipe away a nostalgic tear for my old buddy “I”).

Food for thought.

Healthy Organizations: How Healthy Is SIOP?

Lois Tetrick
Past-President

This article is based on my presidential address at the SIOP conference, 2008, in San Francisco.

SIOP is the Society for Industrial and Organizational Psychology. Its mission "is to enhance human well-being and performance in organizational and work settings by promoting the science, practice, and teaching of industrial-organizational psychology" (http://www.siop.org/siophoshin.aspx) with industrial-organizational psychology helping to develop strategies that build better organizations. Therefore, SIOP's mission is to contribute to the health of individuals and organizations. Given this, I think it is fitting to examine the health of SIOP as an organization. However, before we can address the question of how healthy SIOP is, we first need to know who we are and what constitutes a healthy organization.

Profile of SIOP Members

SIOP members are primarily employed in private organizations or academic institutions. The distribution of employment settings is shown in Figure 1 for 2008 with this distribution being virtually the same as the prior year. Forty-seven percent of SIOP members indicate they work in the private sector and 7% indicate they work for government organizations. Of the 42% of SIOP members who are academics, 47% work in psychology departments and 43% work in business schools, leaving 10% of the academics working in other academic units.

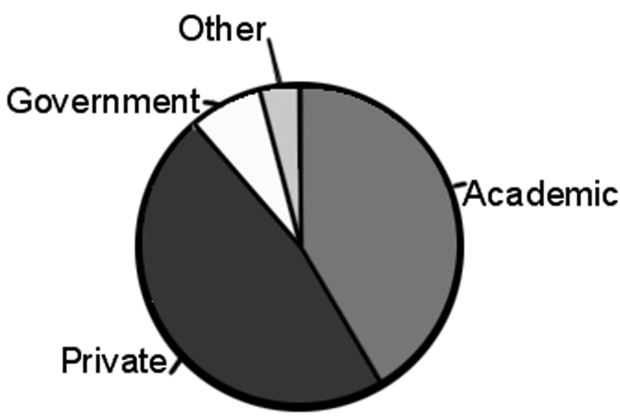

Figure 1. 2008 Members by sector.

Based on the primary interests listed in the SIOP directory, the most frequently mentioned primary interests of SIOP members, listed in descending order of frequency, are (1) selection, (2) management/executive development and coaching, (3) leadership, (4) organizational development, (5) organizational behavior, (6) test/assessment development, (7) statistics/research methods/program evaluation, (8) surveys, and (9) individual assessment, cognitive ability testing. I believe the rank order of interests may be somewhat surprising to some SIOP members, at least they were to me. Clearly the traditional areas of selection, statistics, research methods, and test development are evident in the list with selection being reported as the most common primary interest. I was surprised that executive development and coaching was the second most frequently mentioned primary interest. Before making too much out of this, I must provide a few caveats. First these primary interests are listed by members and one can certainly argue that some of these have overlapping content. It also does not take into account other interests that SIOP members may have, and it is not certain how current these are. However, I suggest that SIOP needs to conduct an occupational analysis of its members to have a better idea of what our members are interested in relative to both research and practice. I have a sense that our field has changed and is still changing, and it is not clear to me whether our education programs and other SIOP activities are fully aligned with the science and practice of I-O psychology.

Characteristics of a Healthy Organization

What are the characteristics of a healthy organization? Surprisingly, there is no one agreed upon definition of a healthy organization; however, some indices of organizational health that have been suggested in the literature are bottom-line performance, measures of organizational effectiveness, adequate methods for solving problems, continuous improvement, competitiveness, and innovation (see Hofmann & Tetrick, 2003). These characteristics have primarily been applied to for-profit organizations, and I suggest that three key characteristics of a healthy professional association such as SIOP would be (1) growth in membership, (2) involvement of members, and (3) adaptability, change, and innovation.

Membership Growth

The first characteristic of a healthy professional society, in my mind at least, is growth in membership. Figure 2 shows the number of members by category from 2004 through 2008. First, it appears the number of retired members is relatively stable over this period ranging from 116 in 2004 to 109 in 2008. It may be that SIOP members simply don't retire from SIOP; however, if the age distribution of SIOP members is characteristic of the United States population, what impact may this have on membership in the future? The number of International Affiliates is also relatively stable, although we

experienced some growth in 2005 and 2006 with the highest number of International Affiliates occurring in 2005 (N = 412) and the lowest number of International Affiliates occurring in 2008 (N = 368).

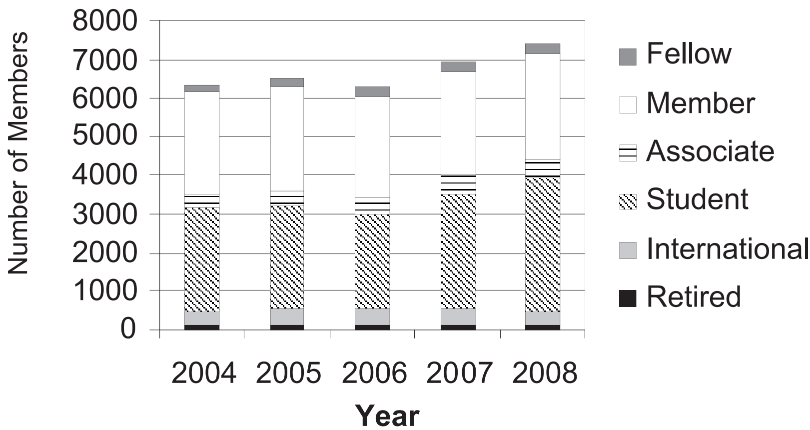

Figure 2. Number of members.

Student members appear to have experienced a substantial growth in the past 2 years, moving from a low of 2,471 in 2006 to 2,998 and 3,439 in 2007 and 2008, respectively. This is indeed a healthy sign and may negate concerns raised above about the potential impact of retirement from work on SIOP membership. The number of Associate members, ranging from 369 in 2004 to 511 in 2008, has been gradually increasing at roughly the same rate as regular members. The number of regular Members ranged from 2,627 in 2004 to 2,743 in 2008, and the number of Fellows has increased somewhat in terms of the actual number of Fellows (ranging from 193 to 220) although the number of Fellows as a percent of the number of members has basically remained at approximately 7%.

The SIOP Administrative Office also has grown to support the Society's activities. We have moved from an Administrative Office with one person, Lee Hakel with **Milt Hakel** working behind the scenes, to a staff of eight. Without the support of the Administrative Office, SIOP could not hope to fulfill its strategic plan, and I believe the growth in the Administrative Office reflects the health of SIOP.

What do these numbers suggest as to SIOP's health? First, we are growing. In fact, the recent growth in student members suggests that our growth may continue into the near future. However, that will only occur if we make SIOP the professional organization of choice for those students once they complete their studies.

Membership Involvement

The second characteristic of a healthy professional society is involvement of the members. One gauge of membership involvement in SIOP is the attendance at our conference. The percentage of members in attendance at our conference has run from 41% to 53% for the period 2001 to 2007. This is a very high percentage for associations. For example, the American Psychological Association typically only has a 10–12% attendance.

SIOP is a volunteer organization with a small administrative staff to support all of our initiatives and activities. Therefore, another important indicator of member involvement in SIOP is the number of members who are members of one of our committees. Figure 3 shows the number of members who have served on the Program Committee and also the number of members working on all other committees combined for the years 1998 to 2008. First, it is clear that there has been a significant growth in the number of people involved in the SIOP Program with there being almost 1,300 people serving on this committee in some capacity in 2007 and 2008. However, the number of people involved in other committees has been relatively stable and actually declined to fewer than 300 in 2008. SIOP has been working to enhance the process by which members volunteer for committees, and I encourage people to volunteer.

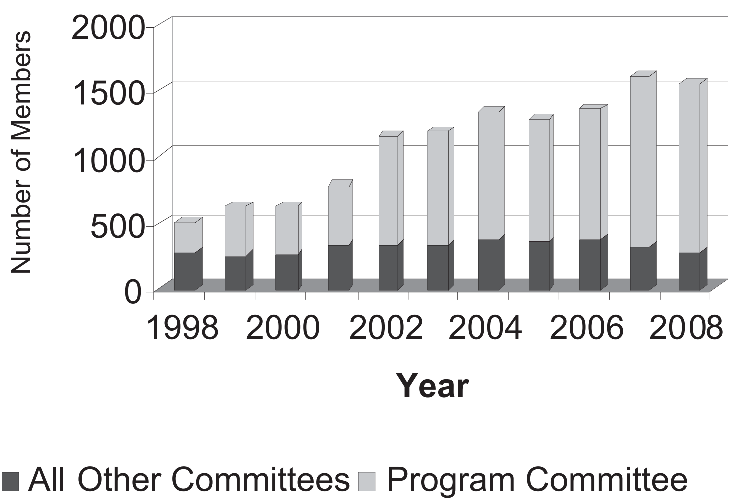

Figure 3. Member involvement.

Another indicator of member involvement in SIOP is the percentage of members who vote. For the period 2004 through 2008 the percentage of members voting has been around 30%. These statistics may not be bad compared to the United States general election, but it seems that we should strive to have a higher level of involvement in the governance of SIOP not only

through involvement in committees but through exercising your voice by voting. Not only do we need members to vote, we also need members to make nominations and run for the elected offices. With the passage of the changes to the bylaws there will be more officers to be elected, and I hope that you will nominate individuals for these offices, possibly agreeing to run yourself, and then to definitely exercise your right to vote for the elected officers of SIOP.

Based on these indicators of member involvement, I conclude that SIOP is healthy. However, I believe we can do better especially by increasing the number of members who are involved in committees and the number of members who participate in the election process by nominating candidates and voting.

SIOP Health Relative to Growth and Involvement

Let me summarize how I see SIOP's health relative to membership growth and involvement and how this relates to SIOP's strategic plan. SIOP is growing and has an active membership. The growth in membership speaks to our strategic goal of being the organization of choice for I-O professionals. I also believe that the new governance structure and system to facilitate members volunteering for committee assignments enhances the opportunity for involvement in our society. The challenges are to ensure that student members do transition to active regular members and that members at all levels stay engaged with SIOP through attendance at the conference, participation in committee work, and exercise their right to vote.

Adaptability, Change, and Innovation

The remaining characteristics of a healthy professional organization I have characterized as adaptability, change, and innovation. One may argue that these are actually distinct characteristics, but for this examination of SIOP's health I have chosen to treat them as one set of characteristics. Before examining evidence as to SIOP's adaptability and innovation, however, I think it is useful to see how members think I-O psychology may be changing. Lentz, Tuttle, Allen, Brutus, and Handler (2005) conducted a survey of SIOP members asking them what changes they anticipated in what they did as an I-O psychologist in the next decade. The most frequent responses from those individuals who indicated their primary area of emphasis was research and/or teaching was no change, followed by a greater need to be business oriented (how I-O contributes to business) and increased value and responsibility of I-O psychologists by being a strategic partner to organizations. For those respondents who indicated their primary area of emphasis was practice/applied, the most frequent response was increased use of technological advances and online processes followed by business-oriented focus on how I-O psychology contributes to the bottom line and increased value and responsibility through increased involvement in strategic processes within organizations. "No

change" was much lower on the list for the practitioners where the increased use of technological advances was lower for the researchers/teachers. Despite these differences, it is noteworthy that the second and third most frequent changes were the same.

Another question asked by Lentz et al. (2005) was what the single biggest issue facing I-O psychology/psychologists would be in the coming decade. Competition with business schools was the most frequently identified issue followed by the perceived relevance of I-O psychology to business, "fit" with psychology, and advances in technology. The most frequently cited issue for practitioners was visibility of I-O psychology followed by a need to be more business oriented with an applied focus, competition with business schools and other professionals, and licensure.

From this survey, which admittedly was a relatively small sample of SIOP members, there were several points of agreement. First, the respondents did, for the most part, agree that the field is changing with a need for increased business relevance, visibility of I-O psychology to organizational leaders and the general public, incorporation of technological advances within our research and practice, and cross-cultural and international integration in research and practice. Interestingly, when asked about the scientist–practitioner gap, more respondents regardless of whether they identified their primary area of emphasis to be practice or research/teaching indicated that they thought the gap would widen. Yet, the differences between academics and practitioners were not that great when considering changes and challenges in the field.

I believe we need more of these studies of our field and the future to inform research, practice, and education. James Bray, the president-elect of APA, has appointed a taskforce on the future of the practice of psychology and he is planning a summit for some time next spring. We need to be sure to make our voice heard as to the future of the practice of I-O psychology to this taskforce. Be watching for announcements on how you may be able to express your vision of the future.

Evidence for Adaptability, Change, and Innovation

In light of the changes to the field, it does appear that there is a need for SIOP to adapt to these anticipated changes and be innovative. SIOP has responded to some of these changes by engaging in a strategic planning process that was initiated 3 years ago or maybe more. Four of the strategic goals directly address some of the issues raised by the respondents in the Lentz et al (2005) survey. These are (1) to be a visible and trusted authority on work-related psychology, (2) to be advocate and champion of I-O psychology to policy makers, (3) to be the organization of choice for I-O professionals, and (4) to be a model of integrated scientist–practitioner effectiveness that values research, practice, and education equally and seeks higher standards in all three areas. There are currently efforts underway address-

ing each of these strategic goals including bylaws changes that were recently passed by SIOP members (I would note that only 385 eligible members voted—not a very high response rate!), contracting with a public relations firms, and involvement in several advocacy efforts. In addition, SIOP has taken an innovative approach in changing our conference format and programming, and we have launched a new journal, *Industrial and Organizational Psychology: Perspectives on Science and Practice*, which has an innovative format and aims to integrate science and practice.

It seems that SIOP is making changes, adapting to changes in the field, and making innovations to the services provided to members. More changes may be needed; we need to continually evaluate where we are and where we want to go.

How Healthy is SIOP as an Organization?

This review of several indicators of organizational health as it applies to SIOP suggests that SIOP is indeed a healthy organization. We are growing. Our membership is involved. We are adapting to our changing environment. And, we are implementing innovations consistent with our strategic plan. That said, we can do better—with your involvement!

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SIOP 2008 Invited Address: Emotional Skills

Paul Ekman, PhD
Paul Ekman Group

Editor's note: This article is based on the invited address delivered at SIOP's 23rd Annual Conference in San Francisco, April 11, 2008.

Background

Forty years ago working in the highlands of South East Papua New Guinea, I studied the facial expressions and gestures shown by members of a visually isolated, stone-age culture. That evidence was crucial to resolving the century-old argument about whether such nonverbal behaviors are a culture-specific language or universal. Because these people had at that point no contact with the media or outsiders, if their behavior was similar to literate cultures it could not be the result of social learning. I knew there was not much more time left to find such research subjects who had not seen an outsider before.

The results were unequivocal: Facial expressions of emotion were, as Charles Darwin (1872; 1998) had predicted, the same as I had previously found in studies of Western and Eastern cultures, but their symbolic gestures (what David Efron [1972] first called *emblems*) were specific to their culture. These findings are the cornerstone on which the emotional skills I write about in this chapter were built.

Fear, anger, sadness, disgust, and enjoyment each have a universal expression. The *family* of expressions for each of these emotions varies in strength paralleling variations in the strength of the emotional experience, and in other minor ways (see Ekman, 2003/2007, for examples). The New Guineans distinguished surprise from anger, sadness, disgust, and enjoyment but not from fear, although people in literate cultures have no such problem. I had not then distinguished the contempt expression from the expression shown in disgust, but subsequent research in other cultures, which though not visually isolated were very different from Western cultures, suggests that contempt has a universal expression. (Each emotion also has a universal vocal expression as well, although this is not what I have done empirical work upon, and there is no data to substantiate the work in literate cultures from cultures that have been isolated—aurally—from the media and the influence of outsiders.)

Later work collaboratively with Robert Levenson suggested that the changes in the autonomic nervous system are distinctively different during fear, anger, disgust, and sadness and not culture bound (Ekman, Levenson & Friesen, 1983; Levenson, Ekman, Heider, & Friesen, 1992).

In the late 1960s, coincident with my work in New Guinea, I was able to establish cultural differences in the management of facial expression in experimental studies comparing Japanese and American students when they were alone (nearly identical) and in the presence of an authority figure (very different). I proposed that each culture has its own display rules about who can show which emotion to whom and when, involving the masking, ampli-

fying, deamplifying, or attempting to totally neutralize a facial expression of emotion (Ekman & Friesen, 1969; Ekman, 1971).

My neurocultural theory of emotion (Ekman & Friesen, 1969; Ekman, 1972, 2003/2007) specified another major source of cultural differences—some of the triggers that bring forth an emotion. I say some because I have postulated that each of the emotions that have a universal facial expression also have a few prototypic universal elicitors. Those I called the themes around which culture specific variations are learned. Consider the possibility that the universal elicitor for anger is to perceive oneself as being blocked in the pursuit of a valued goal. What are considered valued goals, and what is experienced, as a block to such goals should vary between and within cultures.

Confusion has occurred, I believe because the term *happiness* has been employed to cover a number of very different emotions, just as the term *upset* is a gloss for a number of emotions that are often (but not always) disturbing to experience. Table 1 lists 13 enjoyable emotions, which I propose are as different one from another as anger is from fear. A few of these enjoyable emotions do not have a single word label in the English language:

Fiero: Italian for the pleasure in meeting a challenge

Nachos: Yiddish for the pleasure in the accomplishment of one's offspring.

Schadenfreude: German for the pleasure felt when learning of the bad fortune of a rival.

Table 1
Enjoyable Emotions

• 5 Sensory pleasures	• Ecstacy
• Amusement	• Fiero
• Excitement	• Nachos
• Relief	• Schadenfreude
• Wonder	

Those who mistakenly equate emotions with words (e.g., Ekman, 1994) might believe these emotions do not exist in the countries that have not labeled them—an obvious fallacy.

Elsewhere (Ekman, 1992, 2003/2007) I have described in detail the characteristics that distinguish emotions from other psychological states, listed in Table 2. I have also proposed that each emotion has a related mood, trait, and disorder (Table 3).

Table 2
Defining Characteristics

- Unbidden
- Appraisal fast, opaque
- Trigger evident afterward
- Ontogeny and phylogeny
- Distinctive physiology
- Distinctive sensations
- Distinctive signals
- Shared with other primates

Table 3
Related Moods, Traits, and Disorders

Emotion	Mood	Trait	Disorder
Anger	Irritable	Hostile	Chronic impulsive
Fear	Apprehensive	Shy	Panic, anxiety
Sadness	Blue	Melancholic	Depression
Excitement	Euphoria	Sunny, risk taker	Mania

Emotional Skills

The first of the four emotional skills important to acquire in order to achieve psychological balance is *impulse awareness*. By this I mean to be aware of the impulse to become emotional before words are spoken or actions taken. It is only when there is impulse awareness that choices exists: whether or not to engage and become emotional, and, if so, how to enact that emotion in the most constructive fashion. Unfortunately, impulse awareness is not easy to acquire. I believe that the emotion system evolved in such a way as to keep consciousness out of the picture. In that way we may save our lives by immediate responses without choice; but we may also engage in behavior not appropriate to the situation we confront. In my new book, coauthored with the Dalai Lama (Dalai Lama & Ekman, 2008), we describe both secular versions of Buddhist meditative practice and Western techniques (for example, learning to identify those triggers that often result in regrettable emotional behavior) for acquiring impulse awareness. It is not easy and seems to require continued practice.

The second emotional skill is *behavior awareness*. If one failed to recognize the impulse, it is still useful to become aware of acting emotionally before matters have gone very far. Unfortunately, this too is very difficult to acquire. Again meditative exercises and Western approaches (for example, exercises to become more aware of the physical sensations that arise when one is in the grip of an emotion) can synergistically be of help.

The third skill, *awareness of other's emotions*, is much easier to acquire. When someone is being emotional, if repression or suppression is not occurring, no special tutoring is required. Facial and vocal signals provide clear cut, easily understood information. One important caveat: Emotions do not tell us their source, what triggered them. The fear of being disbelieved looks and sounds like the fear of being caught—it is fear. If we are not to make what I have called Othello's error (Ekman, 1985/2002), we need to always consider that there is usually more than one possible trigger that may be operative when any emotion occurs.

When repression or suppression occurs, micro expressions—very brief facial expressions, lasting about 1/25 of a second—may occur. Although most people fail to see micro expressions, the skill to recognize them as they occur is learnable with an online training tool (the Micro Expression Training Tool, METT) in an hour or two. It is worth being cognizant of the fact that spotting the information in a micro expression is stealing information, taking

information the person did not choose to give you. How to use that information skillfully is the fourth skill. There are no general rules, it depends on the personality of the person showing the micro expression and the relationship between that person and the person who has learned to recognize such signs of concealed information. Elsewhere (Ekman, 2003/2007) I have given examples for each emotion in family life, friendship, and business settings.

My current work is developing another tool for self-evaluation—the *emotional profile*. We all share the same emotions, albeit with differences in some of the triggers and display rules, but we experience those emotions differently. Our profile describes how quickly we become emotional, how strongly we experience each emotion, how long an emotional episode typically lasts, and the rate of decay once it begins to lessen. As yet unpublished research suggests that these features of the profile are similar across anger, fear, disgust, and sadness. The emotional profile tool allows the user to chart his or her own profile contrasting it with the profile of another individual with whom the person is intimately engaged.

The last skill I am nearly finished developing for general use has a much more specific use. We (Ekman & Matsumoto, in press) call it D-cube, which stands for dangerous demeanor detector. Our research has found that the facial expressions that immediately precede a physical assault are the same regardless of culture but differ for a premeditated as compared to a loss of impulse control assault. Later this year we will put a training tool for d-cube on line.

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Micro Expression Training Tool, METT, www.mettonline.com

Narrowing the Science–Practice Divide: A Call to Action

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Editor's Note: This article is based on Cascio and Aguinis (in press, Journal of Applied Psychology*).*

The field of industrial and organizational (I-O) psychology is known for its support of the scientist–practitioner model (Bass, 1974; Dunnette, 1990; McHenry, 2007; Murphy & Saal, 1990; Rupp & Beal, 2007). However, there is a concern regarding the widening of the science–practice gap (e.g., Aguinis & Pierce, 2008; Anderson, 2007; Cascio, 2008; McHenry, 2007). Thus, motivated by this concern, we (i.e., Cascio & Aguinis, in press) addressed the following questions:

1. What type of knowledge, in terms of content, has I-O psychology produced and what is it currently producing?
2. Does the knowledge produced by I-O psychology address important societal issues that involve people and work settings (i.e., human-capital trends)?
3. Does I-O psychology produce research that is relevant to employees, their managers, broader stakeholders, and society at large, and that informs human resource management (HRM) practitioners and other organizational decision makers?

Methodological Overview

To answer the above questions, we conducted a 45-year (1963–2007) content analysis of published research in I-O psychology in the two leading journals in the field: *Journal of Applied Psychology* (*JAP*) and *Personnel Psychology* (*PPsych*). We developed a coding taxonomy that included 15 broad categories and that subsumed 50 more specific ones. The final version of the taxonomy, which was used to code all the articles, is included in Table 1. We cannot assert that this is the only possible taxonomy. The taxonomy shown in Table 1, however, is sufficiently comprehensive that it allowed us to classify each of the 5,780 articles included in our review. Also, the comparison of publication trends with broader human-capital trends involves the inevitable task of trying to map categories from one area onto the other. This can be challenging, especially when the terms used by academics and practitioners do not overlap.

Table 1
Taxonomy Used to Classify Articles Appearing in the Journal of Applied Psychology *and* Personnel Psychology*, 1963–2007*

Job analysis
- Job analysis/job classification
- Job design
- Work schedules

Table 1. *(continued)*

Research methodology and psychometric issues
• Psychometrics/testing issues
• Statistics/research methods
• Moderator variables
• Test validity/validation issues
• Differential validity/prediction
• Utility analysis
• Criterion issues
• Commentaries on I-O psychology as a field
Predictors of performance
• Assessment centers
• Biographical data
• Interviews
• Performance (work sample) tests
• Personality assessment
• Behavior, prediction of processes and outcomes
• Genetic screening
• Personnel selection/placement classification
• Recruitment/initial screening
Performance measurement and work outcomes
• Absenteeism, attendance, turnover, retention
• Accidents: work, driving, home
• Performance appraisal/feedback
Training and development
• Training, learning, organizational development and change
Industrial relations
• Unions/industrial relations issues
Reward systems
• Compensation- pay, benefits, incentives, equity, distributive justice
• Job evaluation/comparable worth
Work motivation and job attitudes
• Job satisfaction/attitudes/involvement/commitment
• Motivation/goal setting
• Organizational cultures, climates, policies, citizenship
• Stress, burnout, role conflict, role ambiguity
• Work values
• Communication/counseling
Leader influences
• Leadership
• Managerial behavior/performance/interests
Work groups and teams
• Quality circles
• Work groups/teams
Career issues
• Careers/vocational choice/interests
• Work–family issues
Decision making
• Decision-making processes
• Problem solving
• Innovation/creativity
Human factors and applied experimental psychology
Consumer behavior
• Consumer behavior/attitudes/perceptions
Societal issues
• Equal employment opportunity
• Ethical/privacy issues
• Legal implications of employment practices
• Disabilities
• Demographic changes
• International applications of I-O psychology

Selective Results

Trends Regarding the 15 Broad Topical Areas

The top five topical areas (ranked from 1–5) published in *PPsych* from 1963–2007 are as follows (the first number in parentheses indicates the total number of articles for each topic, and the second indicates the percentage of the 1,451 articles published on this topic over the entire 45-year period):

1. Methodology/psychometric issues (298, 20.54%),
2. Predictors of performance (284, 19.57%),
3. Work motivation and attitudes (179, 12.34%),
4. Performance measurement/work outcomes (161, 11.10%), and
5. Leader influences (103, 7.10%).

The top five topical areas (ranked from 1–5) published in *JAP* from 1963–2007 differ only slightly from those above (the first number in parentheses indicates the total number of articles for each topic, and the second indicates the percentage of the 4,329 articles published on this topic over the entire 45-year period):

1. Methodology/psychometric issues (940, 21.71%),
2. Work motivation and attitudes (688, 15.89%),
3. Predictors of performance (544, 12.57%),
4. Performance measurement/work outcomes (425, 9.82%), and
5. Human factors/applied experimental psychology (372, 8.59%)

The convergence in the two sets of data over a 45-year period is remarkable, particularly given that our review covers eight editorial teams for *JAP* and nine editorial teams for *PPsych*. This convergence provides evidence that both journals serve as sound indicators of common, underlying trends in the research produced in the field of I-O psychology.

Trends Regarding the 50 Subcategories Within Broad Topical Areas

Analysis at the level of the subcategory within each of the 15 broad, topical areas revealed that the five most popular subcategories within *JAP* over the 45-year period of the study are the following:

1. Statistics/research methods (9%)
2. Human factors/applied experimental psychology (8.48%)
3. Job satisfaction/attitudes/involvement/commitment (6.3%)
4. Performance appraisal/feedback (6.21%)
5. Psychometrics/testing issues (5.17%)

The same analysis of subcategories within broad, topical areas for *PPsych* revealed the five most popular categories to be:

1. Performance appraisal/feedback (7.82%)
2. Psychometrics/testing issues (5.41%)
3. Personnel selection/classification (4.85%)
4. Job satisfaction/attitudes/involvement/commitment (4.77%)
5. Statistics/research methods (4.16%)

Perhaps the most striking result of this analysis is that *JAP* and *PPsych* shared four out of five of the most popular subcategories, of a total of 50 possible categories, across the 45-year period of the study, once again indicating that both journals provide very consistent accounts of the relative attention given to various areas of research in the field of I-O psychology.

Linkage of Research in I-O Psychology to Human-Capital Trends

To identify human-capital trends within each decade, we conducted a search of the broad literature in human resource management, psychology, and related fields. The number of commentaries on these trends within each decade varied from a low of two sources (1963–1972) to a high of six sources (1983–1992), with a median of five sources per decade. We then content-analyzed each source to extract the key human-capital trends discussed by the authors(s). Within each decade, we tabulated the top trends by frequency of mention. The human-capital trends we identify relate to the concerns of multiple stakeholders, including human resource managers and general managers, as well as to the concerns of employees (e.g., work–life balance) and society at large (e.g., equal opportunity).

The human-capital trends we identified are the following:

- 1963–1972: Rise of participative management; the passage of Equal Pay and Civil Rights Acts, plus similar executive orders; and *Equal Employment Opportunity Commission (EEOC) Guidelines* for compliance
- 1973–1982: Manpower planning; compliance reviews, affirmative action plans; role of job evaluation in the comparable-worth debate; widespread use of management by objectives (MBO); Occupational Safety and Health Administration (OSHA) compliance; union avoidance
- 1983–1992: Women's movement, demands for equal pay for equal work; flexible work schedules; passage of the Americans With Disabilities Act; beginning of downsizing and computer-based technology leads to worker dislocation; calls for new approaches to motivation, training, and managing change; role of immigration in offsetting predicted labor shortages; employers as enforcers of immigration law (Immigration Reform and Control Act—IRCA); full participation of baby boom cohort (born 1946–1964); two-gender workforce; quality of work–life movement; transforming organizational cultures; some labor–management cooperation; union mergers; non-union grievance procedures; rise of strategic HR planning, 360-degree feedback, global competition
- 1993–2002: Growth in service, jobs in information technology, domestic and global mergers and acquisitions; large-scale downsizing and restructuring; multiple careers; need for retraining; telework, contingency workers, virtual teams, human support systems in the workplace (EEO, EAPs, safety, counseling, coaching); increasing globalization; rise of e-commerce
- 2003–2007: Rise in health care costs, outsourcing, emphasis on leadership development; changes in executive compensation; changes in the forms of compensation and benefits; demand for work–life balance;

retirement of large numbers of baby boomers; new attitudes towards aging and retirement; rise of identity theft; work intensification as employers try to increase productivity with fewer employees; vulnerability of technology to attack or disaster; talent management, culture transformation, managing change, increasing diversity, globalization; ethics and ethical leadership

Some Conclusions and a Call to Action

We emphasize that I-O psychology is not HR and that there are numerous areas within the broad field of HR that fit human-capital trends but that generally lie outside the purview of I-O psychology. These include topics such as rising health care costs, identity theft, the role of immigration in offsetting predicted labor shortages, and the vulnerability of technology to attack or disaster. Hence, we should not expect complete isomorphism between topics in I-O psychology research and human-capital trends. We hasten to add, however, that many human-capital trends do fall within the purview of I-O psychology, and we would expect to see that researchers publishing in the top two journals in the field show an interest in them.

A rough "scorecard" reveals a 45-year record that is decidedly mixed. Although research in I-O psychology has addressed many within-decade human-capital issues, it has done so only modestly (and, in some cases, only indirectly), such as with talent management, work–life programs, diversity, globalization, ethics, and ethical leadership. Published research in the two leading journals of I-O psychology often (and in some cases, seriously) lags behind such trends. Based on our review, if we extrapolate past emphases in published research to the next 10 years, we are confronted with one compelling conclusion, namely, that I-O psychology will not be out front in influencing the debate on issues that are (or will be) of broad organizational and societal appeal. It will not produce a substantial body of research that will inform HR practitioners, senior managers, or outside stakeholders, such as funding agencies, public-policy makers (including elected officials), or university administrators who control budgets.

We are not advocating that all published I-O research focus on issues that managers think are important. Certainly there will always be a need for basic research that is not immediately relevant to practitioners (e.g., statistical, methodological, or psychometric research) or research that is stimulated by the simple desire to understand human behavior at work more fully. If the bulk of published I-O research falls into those categories, however, then the field cannot have a major impact on HR policies or management practices. After all, the scientist–practitioner model discourages both practice that has no scientific basis and research that has no clear implications for practice (Murphy & Saal, 1990).

Is the current, and perhaps future, trajectory of research in I-O psychology inevitable? We think not, but the necessary change in course is clear. Researchers can make conscious choices now to understand current and emerging human-capital issues more deeply, as well as the contextual con-

straints that managers face and the needs of organizational members, and to use their well-honed research skills to conduct research that addresses those trends and informs the debate over the relative merits of alternative positions (Zedeck & Goldstein, 2000). Yet, the changes needed are more than simply motivational. Certainly the incentive structure of academic research is unlikely to be altered substantially in the near future, which could be a big impediment for change given that performance management systems can shape the culture and orientation of organizations and entire professions (Aguinis, 2009).

McHenry (2007) argued for a three-pronged approach to the science and practice of I-O psychology:

- Work with issues that are important
- Measure outcomes that are important (at multiple levels of analysis)
- Share knowledge effectively

With respect to sharing knowledge, Symon (2006) argued that one objective of published I-O psychology research should be to encourage practitioners to think differently. Toward that end, Gelade (2006) suggested that researchers frame their questions and hypotheses in terms that appeal to practitioner concerns as well as theoretical issues, that there be greater emphasis on practical implications in the discussion sections of published articles, that more articles include commentaries by peers (particularly valuable for examining claims and proposed solutions for which the evidence base is disputed or uncertain; Hodgkinson, 2006), and that greater use be made of the World Wide Web. Ed Locke (as reported by Rupp & Beal, 2007) proposed that one strategy for doing that is to implement a science–practice networking Web site where researchers can learn about issues that practitioners are observing in the field, can find sites for conducting field experiments, and where practitioners can read summaries and abstracts of current research being published in the journals.

Finally, results of our review suggest several research areas, and specific questions, that I-O psychology researchers could address to help narrow the academic–practice divide. For example, consider the following illustrations (see Cascio & Aguinis, in press, for additional areas and questions):

- Work–life issues: What do empirical data reveal about the impact of the full spectrum of flexible work policies on the ability to meet the needs of customers?
- Retirements of baby boomers: What are the relative merits of alternative strategies for preserving institutional memory? What features of the work environment or the structure of work itself might make retirement less (or more) attractive than ongoing employment?
- Attitudes toward aging: Can we identify alternative strategies for changing long-held, deeply ingrained attitudes toward older workers? Can we develop strategies to counter "age-grading" in employment interviews and in performance reviews?
- Increasing diversity: How can we link the broad concept of diversity (e.g., of thought, of approaches to innovation and change, of orientation

toward teamwork) to improved performance at the individual, team, and organizational levels?
- Globalization: To what important outcomes is the construct of cultural intelligence related and not related? What are the most effective strategies for recruiting, selecting, and managing the performance of members of global virtual teams?
- Ethics and ethical leadership: Given the realities of organizations, under what conditions is ethical (unethical) behavior most likely to occur? Under what conditions will employees and their leaders do the right thing even when no one is looking?

Changes in graduate training and the socialization of new faculty members are also necessary. At present it is popular to train graduate students to recognize the importance of a variable in organizational research in terms of its psychometric characteristics. Yet, in modeling the effects of contextual factors that might contribute to the prediction of some organizational outcome, the input of practitioners or managers with first-hand experience and in-depth knowledge of an organization is, in our opinion, even more important if the research is to demonstrate ecological validity (accurately represent the pattern of relationships between employees and their organizational environments). One way to do that, as noted by Tushman and O'Reilly (2007) and Vermeulen (2007), is to use executive education or programs customized for a particular firm to create contexts where faculty and thoughtful practitioners might develop relations that spawn virtuous cycles of knowing (faculty and doctoral student research) and doing (linking scholarly research to real-world practice). How many generations of scholars in I-O psychology have been educated and trained without the benefit of that framework?

In the context of mentoring junior faculty members, it is important that senior faculty members encourage them to couple their research to practice and to think about the practical applications of their research. That means studying dependent variables that are of interest to decision makers and independent variables that can be changed by instituting new policies (Ruback & Innes, 1988). Junior-faculty members who do research without implementation in mind risk becoming disconnected, and therefore out of touch, with the kinds of workplace issues that many of their own students face.

What can professional organizations such as SIOP do? One simple step is to offer interactive sessions in which academics and practitioners can work together on important problems (see also Bartunek, 2007). SIOP's preconference workshops partially address this issue, but we advocate a much more focused effort. Rynes (2007) noted that this is probably the single most important thing that our professional associations can do to narrow the gap.

The changes in course that we have described will not be easy, and many may choose not to do so. That is unfortunate because I-O psychology has the potential to provide the evidentiary foundation of solid research that can (a) improve human welfare in the workplace and (b) inform debates over human-

capital issues that are critical to employees, their managers, broader stakeholders, and society at large. Each member of the field must make his or her own choice. What will yours be?

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FROM THE EDITOR

Wendy S. Becker

The October issue of *The Industrial-Organizational Psychologist (TIP)* is chock full of information for Society members.

Features

SIOP President **Gary Latham** provides an inspirational challenge for us to increase our visibility and influence in the public domain through science-based practice. Gary provides many examples of I-O interventions that have had a positive impact on organizationally relevant outcomes. Note also Gary's initiative in this regard, sponsoring "Inspiring Creative Thinking in Your Employees—A Conference for Business and Government Leaders." The conference held in Toronto on October 1, 2008 is cohosted by the Rotman School of Management and SIOP and is a model for how we can better leverage our intellectual capital.

Frank Landy challenges us to change our name to organizational psychology, with a rationale for the suggested name change. Thanks Frank, for leading the charge.

Direct from the 2008 SIOP conference, **Lois Tetrick** recaps her presidential address, "Healthy Organizations: How Healthy Is SIOP?" And if you missed Paul Ekman's invited address, "Emotional Skills," you will find a summary of this exciting research in the October issue.

Finally, **Herman Aguinas** and **Wayne Cascio** provide their thoughts (with data!) on how we can better narrow the science–practice divide.

From the Editorial Board

The Professional Practice Committee (**Rob Silzer, Anna Erickson, Greg Robinson,** and **Rich Cober**) continue analysis of the recent practitioner survey; these issues are provocative and important for our Society to consider. **Lori Thompson** features Fred Guest from South Africa in her column spotlighting I-O organizations. **Stu Carr** addresses health promotion in Angola and Rwanda. **Art Gutman** and **Eric Dunleavy** review recent developments in the Supreme Court. As always, **James Madigan** and **Marcus Dickson** keep us updated with a review of **Good Science–Good Practice**. **Sylvia Roch** summarizes experience from several I-Os who teach and work in a business school environment. Finally, the **TIP-TOPics for Students** column addresses critical issues in ethics for I-Os. Great job, **Jenn Lindberg McGinnis, Jane Vignovic, Amy DuVernet, Tara Behrend, Reanna Poncheri**, and

Clara Hess! Be sure to see the related announcement seeking a new editorial team of students for the **TIP-TOPics** column.

News and Reports

Time to plan for SIOP 2009! There are descriptions of the conference highlights, including our two theme tracks, communities of interest, Friday Seminars, and the preconference workshops. New Orleans and the French Quarter offers an exciting venue for us.

Please note also the several deadlines and procedures noted in the calls for our exciting SIOP awards—We need proposals!

Note the many **SIOP Members in the News**, as well as awards, recognition, and new transitions for our membership. There is also a report on resources available from the SHRM Foundation. See several announcements from the SIOP Administrative Office, including SIOP's new Web site initiative. And we have new office associates in the Administrative Office. Welcome aboard!

See a separate announcement in the October issue that *TIP* is included in the 11th edition of Cabell's *Directory of Publishing Opportunities in Business*. *TIP's* mission is to provide news, reports, and noncommercial information related to the fundamental practice, science, and teaching issues in industrial and organizational psychology. *TIP's* listing in Cabell's allows I-Os to get recognition from administrators and greater exposure for the original articles and ideas relevant to our profession.

Practitioner Professional Development

Rob Silzer, Anna Erickson, Greg Robinson and Rich Cober[1]
SIOP Professional Practice Committee[2]

In order for SIOP to be successful in the future it must address the professional development needs and interests of its members. The SIOP mission states that SIOP:

- Supports SIOP members in their efforts to study, apply, and teach the principles, findings, and methods of industrial-organizational psychology
- Provides forums for industrial-organizational psychologists to exchange research, insights, and information related to the science, practice, and teaching of industrial-organizational psychology
- Promotes the education of current and future industrial-organizational psychologists

The professional development needs of members should be a critical concern and a central objective for SIOP as a professional organization. This article focuses on the professional needs and interests of I-O psychology practitioners. It is based on data from the recently administered Practitioner Needs Survey, which reviews how well SIOP is fulfilling this mission and identifies areas for improvement.

Our members are our organizational clients. In order to make effective use of their time, we are first presenting an executive summary of the survey results related to professional development and our recommendations for action. Following that, readers can find a more detailed reporting of the survey data.

Executive Summary

Based on the survey data we can reach some conclusions about professional development for practitioners.

Professional practice activities.

- Full-time practitioners rate the large majority of the work activities as highly important or important to their current effectiveness as a practitioner. The activities rated as most important are:

[1] Author affiliations: Rob Silzer—HR Assessment and Development, Anna Erickson—Questar, Greg Robinson—SHL Group, Rich Cober—Marriott International.

[2] All authors were active members of the SIOP Professional Practice Committee when the Practitioner Needs Survey was developed and administered and the results were analyzed.

- Consulting and advising clients
  - Building relationships
  - Managing work projects and administrative activities
  - Implementing and delivering programs and/or tools
  - Developing and designing systems, methods, and/or programs
- The activities rated least important by full-time practitioners are:
  - Writing for a scientific journal
  - Teaching courses or training programs
  - Writing reports, articles, chapters
  - Conducting primary research and data analysis

Source of professional knowledge/skill proficiency.

- Practitioners primarily gain professional proficiency (knowledge and skills) through "on the job learning/self learning."
- Proficiency in only a few activities—conducting primary research and data analysis and writing in scientific journals—was primarily gained during graduate school.

Professional resources that are used.

- Practitioners in all four practitioner categories use a range of professional resources, particularly online resources, conferences, articles, books, and networks.

Professional development activities.

- All development activities are highly valued by all four practitioner categories.
- Full-time practitioners value additional education and training more and funding research projects less than the other practitioner categories.
- Full-time practitioners are more likely to find practice-specific information valuable (e.g., practice-related publications, online resources, and educational opportunities) and less likely to find research funding valuable.
- Nonpractitioners are more likely to value the implementation of standards for professional education and training.

Professional knowledge and skills training needs.

- Almost all training areas are seen as highly valuable or valuable by at least 60% of all respondents.
- Full-time practitioners are more likely to rate all the training topics as highly valuable with the exception of *research skills* and *teaching skills*, which are more likely to be rated as valuable or highly valuable by nonpractitioners.
- Full-time practitioners and nonpractitioners give high rank orders to topics that are closely associated with their own work. All practitioner categories rank organizational assessment/program evaluation among their top five training needs.

Suggestions for professional development activities (themes from open-ended questions).

- SIOP should act as a central point for providing summaries and updates on both practice and research. Members want to be able to easily access the current state of research and practice in the field.
- SIOP should broaden the channels that are used for professional development activities and include local events, a practitioner journal, networking opportunities, and online training.
- SIOP should increase the focus on practice-related issues and provide more recognition and rewards for the outstanding practice work that is being accomplished in organizations.
- SIOP should support efforts to give graduate students and early career practitioners the opportunities to learn and develop the practice-related knowledge and skills that they will need to be successful in their careers.

Recommendations

Based on the survey results, we are making the following recommendations to SIOP, the SIOP Executive Committee, and SIOP committee chairs:

1. ***Development and Training***. Provide more practice-related professional development and training opportunities.
   (a) Address professional practice training needs such as organizational assessment, consulting and process skills, strategic skills, coaching skills, I-O technical skills/knowledge, ethics, legal issues, and so forth
   (b) State the organizational role of SIOP in the professional development of all members
   (c) Expand the delivery modes for professional development, such as online resources, a practice-focused publication, digests, articles, Webcasts, networking, regional/local events, year-round workshops, retreats, forums, and e-mail links
   (d) Further develop SIOP as the central portal for the knowledge base on I-O practice and research

2. ***Focus on Practice.*** Give more attention in SIOP to practice-related issues.
   (a) Organize and deliver practice and science digests, summaries, and abstracts
   (b) Provide more support for practice in SIOP activities, including conferences, SIOP Foundation support, and so forth
   (c) Provide recognition for outstanding practice and practitioners, including SIOP awards, early career awards, outstanding practice initiatives, and so forth

3. ***Career Education.*** Consider establishing training and development guidelines that better prepare graduate students and early career professionals for careers in practice.

(a) Provide guidance for graduate programs to teach practice-related knowledge and skills. This may involve encouraging the addition of practitioners as adjunct faculty
(b) Support, organize, and promote practicums and internships for graduate students, perhaps SIOP-sponsored internships
(c) Provide practice and consulting training and consortiums to help early career professionals get a strong start in practice careers

4. ***Further research.*** Better understand practice jobs and careers.
(a) Complete the Practitioner Career Study that was approved by the SIOP Executive Committee to study the KSA requirements for practice jobs
(b) Build a practice career model that outlines the career steps and transitions for practitioners

Next Steps

There are some specific steps that the SIOP Executive Committee could take to pursue these recommendations:

1. Develop a SIOP practitioner development plan that will set priorities and goals for a practitioner professional development program in SIOP.
2. Form the Strategic Practice Group, a highly visible entity that will outline a clear, timely, and actionable strategic plan for addressing the development needs of practitioner members.
3. Give sufficient attention to I-O psychology practice and practitioners in all SIOP programs, conferences, awards, recognitions, and activities.
4. Finalize the plan for and complete the Practitioner Career Study.
5. Develop education guidelines for I-O psychology doctoral programs that incorporate practice-oriented courses and training.

Survey Data Introduction

This is the second in a series of *TIP* articles reporting on the results of the Practitioner Needs Survey that was administered in the first quarter of 2008 to the entire SIOP membership. Preliminary survey results were presented at the 2008 SIOP conference in San Francisco (Silzer & Cober, 2008). More complete survey results are available on the SIOP Web site.

Although the SIOP conference and conference workshops have been successful, professional development does not seem to get discussed much or raised in SIOP member surveys (Doherty, 2006b). Although the SIOP mission does mention member education (http://www.siop.org/siophoshin.aspx), the SIOP strategic goals (Doherty, 2006b) only obliquely mention professional development as a specific objective.

Our last article on "Practitioner Satisfaction with SIOP" (Silzer, Cober, Erickson, & Robinson, 2008) described the development and administration of the 2008 Practitioner Needs Survey. The survey was sent to all SIOP

Members, Fellows, Associate Members, and International Affiliates (2,694 individuals) during the first quarter of 2008. A total of 1,005 survey recipients responded to the survey, resulting in an overall response rate of 37%.

Respondents were categorized based on the amount of work time spent on practice activities. Respondents were asked to identify the "*proportion (%) of work time devoted to being a practitioner versus educator (academic setting) versus scientist/researcher*." Based on their responses, four practitioner categories were identified:

- Full-time practitioners (*n* = 594): 70% or more of work time as a practitioner
- Part-time practitioners (*n* = 96): 21–69% of work time as a practitioner
- Occasional practitioners (*n* = 180): 1–20% of work time as a practitioner (a day or less a week)
- Nonpractitioners (*n* = 89): 0% of work time as a practitioner

Professional Practice Activities

Practice activities form a significant part of the contributions that industrial-organizational psychologists make to the field and to organizations. What I-O psychologists do in their work is related to their professional development needs. Therefore, it is useful to consider the importance that members place on various work activities and how the importance might differ among SIOP members. The survey results can guide professional development activities by SIOP for practitioners.

Specifically respondents were asked, *"How important are each of these activities to your current effectiveness as a practitioner?"* Seventeen practice activities were listed for respondents to rate. The 17 practice activities (items are listed in Figure 1) were developed by I-O practitioners who were serving on the Professional Practice Committee at the time the survey was developed. The response scale options were (a) *highly important*, (b) *important* and (c) *not important*.

Figure 1 compares the relative importance that full-time practitioners (70% + practitioner time) and nonpractitioners (<1% of practitioner time) place on each of the 17 practice activities. Most activities were rated important or very important by over half of the survey respondents, across all four practitioner categories.

Not surprisingly, full-time practitioners gave more importance to most of these activities (13 out of 17) than did nonpractitioners. With the exception of *writing for a scientific journal*, more than 50% of full-time practitioners rated every activity as either *important* or *highly important* to their current effectiveness. And 14 of the activities were rated highly important or important by 60% of the full-time practitioners.

The six *most important* activities for full-time pactitioners (rated as *highly important* by 60 % or more respondents) were:

- Consulting and advising clients
- Building relationships

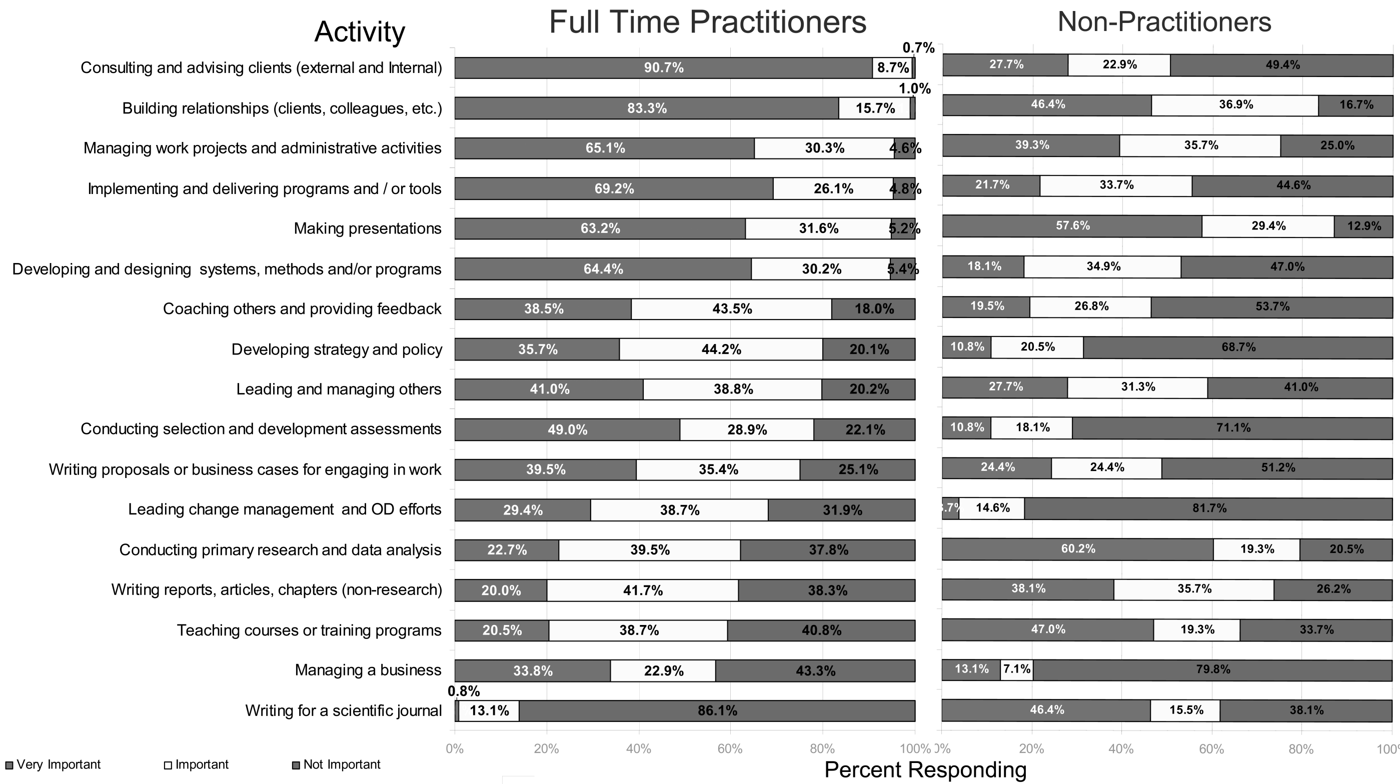


Figure 1. Practice activities: % differences in importance ratings between full-time practitioners and nonpractitioners.

- Managing work projects and administrative activities
- Implementing and delivering programs and/or tools
- Making presentations
- Developing and designing systems, methods, and/or programs

The development activities that full-time practitioners viewed as least important were:

- Writing for a scientific journal
- Teaching courses or training programs
- Writing reports, articles, chapters
- Conducting primary research and data analysis

When comparing full-time practitioners and nonpractitioners, post hoc Bonferroni analyses revealed statistically significant differences for every activity (see Table 1) except *making presentations*. Not surprisingly, the activities that nonpractitioners saw as most important were those activities that the full-time practitioners viewed as least important. Variance across all four practitioner categories was also considered; one-way ANOVAs were conducted for each item. Statistically significant differences across the four categories existed for every activity, with the exception of *making presentations*.

Table 1

One-Way ANOVA Results for Importance of Practice Activities Between Full-Time Practitioners (FTP) and Nonpractitioners (NP)

	ANOVA results		
	η^2	F	Greater importance FTP or NP
Consulting and advising clients (external & internal)	.31	146.2**	FTP
Building relationships (clients, colleagues, etc.)	.13	50.52**	FTP
Managing work projects and administrative activities	.10	35.95**	FTP
Implementing and delivering programs and / or tools	.19	78.33**	FTP
Making presentations	01	2.25	—
Developing and designing systems, methods and/or programs	.16	62.94**	FTP
Coaching others and providing feedback	.07	23.98**	FTP
Developing strategy and policy	.12	43.97**	FTP
Leading and managing others	.11	39.38**	FTP
Conducting selection and development assessments	.10	34.86**	FTP
Writing proposals/business cases for engaging in work	.06	20.57**	FTP
Leading change management and OD efforts	.11	37.38**	FTP
Conducting primary research and data analysis	.12	42.55**	NP
Writing reports, articles, chapters	.05	16.60**	NP
Teaching courses or training programs	.03	11.60**	NP
Managing a business	.06	21.98**	FTP
Writing for a scientific journal	.30	139.43**	NP

Notes: * = $p < .05$, ** = $p < .01$. TP = full-time practitioner, NP = nonpractitioner.

Source of Professional Knowledge/Skill Proficiency

Respondents were also asked, *For the activities that are "highly important" or "important," please indicate what your primary source has been for gaining proficiency (knowledge and skills) in each area.* Response options were (a) *graduate school*, (b) *on the job learning/self-learning*, and (c) *structured training/development (post graduate)*.

Respondents overwhelmingly indicated they learned the knowledge and skills for the *activities on the job*, rather than in *graduate school* or through *structured training/development (post graduate)*. Notable exceptions to this were *conducting primary research and data analysis* and *writing in scientific journals*—each of these activities was more likely to have been learned in graduate school. See Figure 2 for total sample results.

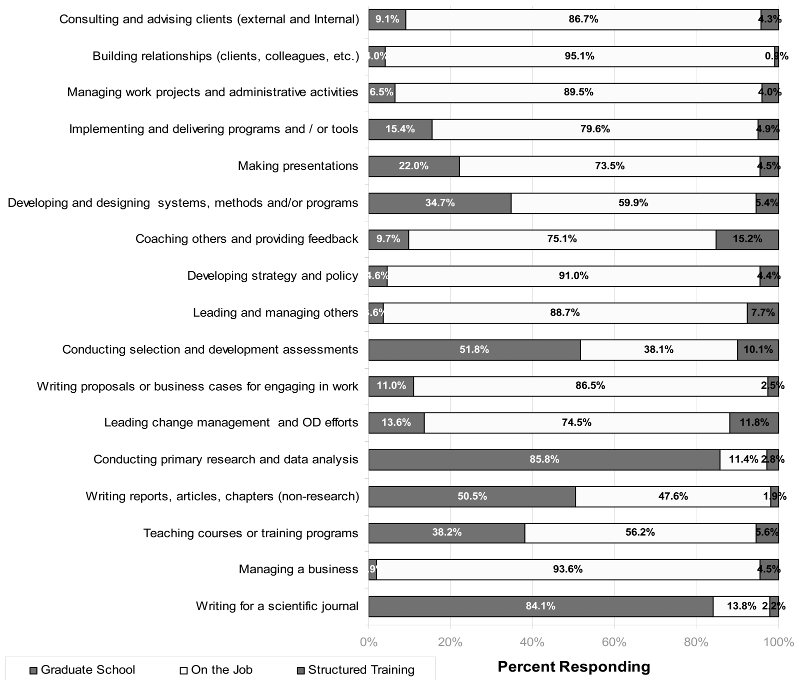


Figure 2. Primary source for gaining proficiency in practice activities.

Generally, there was little variance across the different practitioner categories with respect to where they learned each activity. The exceptions are:

- Three practitioner groups—full time, part time, and occasional (as opposed to nonpractitioners)—were slightly more likely to have learned *implementing and delivering programs* on the job.
- Full-time and part-time practitioners were slightly more likely to have learned *making presentations* and *conducting selection and development assessments* on the job than occasional and nonpractitioners.

- Nonpractitioners were more likely to have learned *writing for a scientific journal* on the job.

Professional Resources That Are Used

We were also interested in finding out what resources SIOP members use to gain professional knowledge and skills. Respondents were asked, *Which of these resources did you actually use in the last 12 months to gain professional knowledge and skills?* Twelve resources were listed and respondents were asked to *check all that apply*.

Clearly many professional resources are used by members in all practitioner categories (See Figure 3). Those activities that were used less by respondents in all practitioner categories were *seminars, workshops, training programs,* and *courses*.

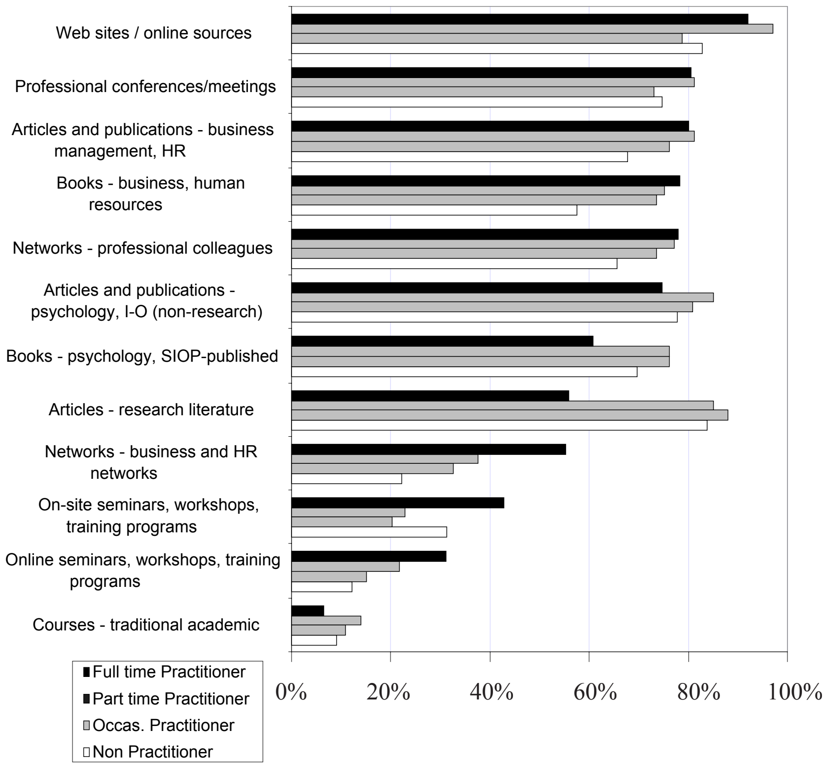


Figure 3. Resources used in last 12 months by practitioner category.

Over 50% of the respondents in every practitioner category indicated they had utilized the following resources over the last 12 months:

- Web sites/online sources
- Professional conferences/meetings

- Articles and publications—business management, HR
- Books—business, human resources
- Networks—professional colleagues
- Articles and publications—psychology, I-O (nonresearch)
- Books—psychology, SIOP published
- Articles—research literature

Among these resources, only *books published by SIOP* and *research literature* demonstrated marked differences between full-time practitioners and other groups, with full-time practitioners using these resources to a lesser extent. On the other hand, full-time practitioners tend to use *business and HR networks* and *onsite seminars, workshops, and training programs* slightly more than the other practitioner categories.

Professional Development Activities and Services

In order to directly address practitioner professional development, we asked survey participants how much they valued various professional development activities, services, and training. Three specific questions were asked about development activities and services, training needs, and what else SIOP could do for their professional development.

The first question was *How valuable would each of these activities be to I-O practitioner development if SIOP provided them (assume that they would be high quality and low cost)*? Participants were asked to indicate whether each of 20 potential SIOP activities would be *highly valuable, valuable,* or *not valuable*. The 20 activities/services were identified based on discussions within the SIOP Professional Practice Committee.

Overall results for all respondents can be found in Figure 4. Almost all the activities listed were seen as *highly valuable* or *valuable* by most survey respondents. Respondents assigned the greatest value to information-related resources that could be provided by SIOP. These included resources such as summaries, books, reports, reference materials, and various online resources. Activities not rated as highly were additional writing opportunities and practice discussion-list sharing.

On the actual survey the 20 activity items were grouped into six clusters so that respondents could more easily understand and rate each item (see Table 2 for the items in each cluster). The average importance ratings on each cluster (the average importance rating, plus and minus one standard deviation) for each of the four practitioner categories are plotted on Figure 5.

It becomes apparent on which clusters the four practitioner categories have similar and different importance ratings:

- Resources are highly valued by all four practitioner categories
- Full-time practitioners value additional education and training more and funding research projects less as developmental activities than the other practitioner categories

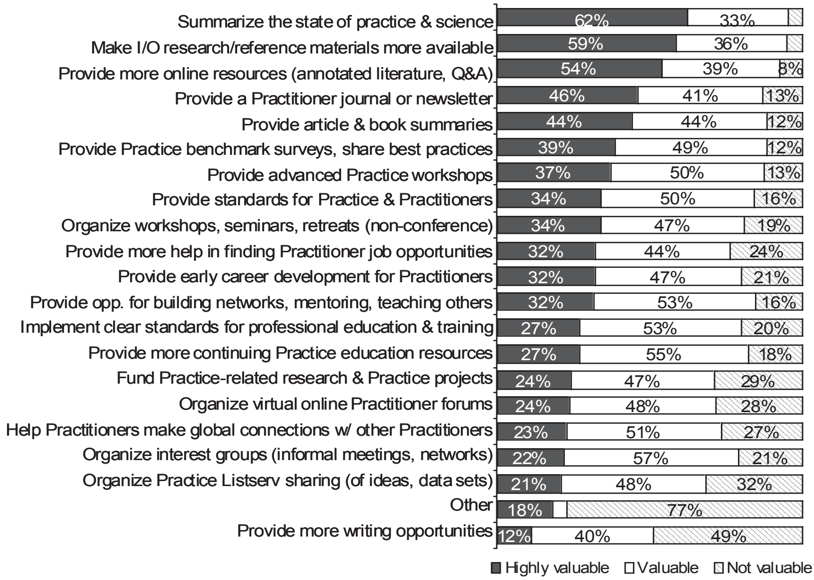


Figure 4. Value of professional development activities (total sample).

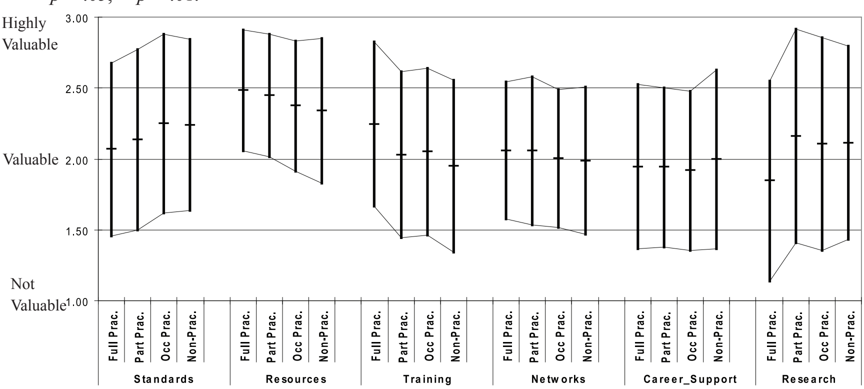
Table 2.
One-Way ANOVA for Value Ratings of Professional Development Activities Across Practitioner Categories

	ANOVA				
	Practitioner Category				
	Full-time (70%+)	Part-time (21-69%)	Occasional (1-20%)	Non (0%)	*F*
	Mean Score (where 1 = *highly valuable*, 2 = *valuable*, 3 = *not valuable*)				
Standards					
Provide standards for practice and practitioners	1.86	1.82	1.71	1.76	2.44
Implement clear standards for professional education and training	2.01	1.90	1.79	1.77	7.08**
Resources					
Make I-O research and reference materials more readily available	1.46	1.45	1.49	1.41	0.41
Summarize the state of practice and science on specific practice topics (reports, summaries, books, meetings, videos)	1.44	1.33	1.38	1.54	2.57
Provide article and book summaries (research and professional press)	1.65	1.72	1.73	1.74	1.17
Provide a practitioner journal or newsletter	1.56	1.73	1.85	1.94	14.62**
Provide more online resources (annotated literature, Q&A on practice areas)	1.47	1.53	1.66	1.70	6.68**

Table 2. *(continued)*

Training					
Provide more continuing practice education resources	1.85	2.09	1.96	2.07	6.45**
Provide advanced practice workshops	1.66	1.85	1.87	2.06	12.91**
Organize more workshops, seminars, retreats (not conference-based) on specific topics	1.75	1.97	2.03	2.03	10.73**
Networks					
Provide more opportunities for building professional networks, mentoring others, and teaching others	1.81	1.83	1.92	1.87	1.31
Help practitioners make global connections with other practitioners	2.04	1.99	2.03	2.08	0.28
Organize virtual online practitioner forums	2.00	1.97	2.16	2.19	4.04
Organize practice listserv sharing (of ideas or data sets to researchers)	2.15	2.08	2.00	2.02	2.70*
Provide practice benchmark surveys and opportunities to share best practices	1.66	1.73	1.86	1.93	7.38**
Organize interest groups (informal meetings, networks, etc.)	1.97	2.05	2.03	1.99	0.68
Career support					
Provide early career development for practitioners	1.89	1.86	1.90	1.81	0.42
Provide more help in finding practitioner job opportunities	1.86	2.00	2.02	1.93	2.64*
Provide more writing opportunities	2.41	2.33	2.32	2.24	2.07
Research					
Fund practice-related research and practice projects	2.15	1.84	1.89	1.89	11.53**

Differences between practice-level categories were tested using one-way ANOVA and Tukey's HSD.
*$p < .05$, **$p < .01$.



* Dashes represent response averages by practitioner category for each development activity cluster. Bands represent one standard deviation around the average score.
** Response averages are importance ratings averaged across activity items in the cluster. Survey items for each cluster are listed in Table 2.

Figure 5. Average importance ratings on professional development activity clusters across practitioner categories (plus and minus one standard).

Results were tested using a one-way ANOVA followed by Tukey's HSD post-hoc tests to determine if respondents from different practitioner categories responded differently to these survey items (see Table 2). Differences between groups were statistically significant for 50% of the items and were consistent with what one might expect from these different practitioner groups. For example:

- Full-time practitioners were more likely to find practice specific information valuable (e.g., a practitioner journal, online resources on practice areas, and practice-related educational opportunities) and less likely to find practice-related research funding valuable.
- Nonpractitioners were more likely to value the implementation of standards for professional education and training.

Professional Knowledge and Skills Training Needs

A separate but related question asked survey respondents, *How valuable would knowledge or skills training in these areas be to your professional development if SIOP provided them?* Fifteen content area options were provided, and participants were asked again to indicate whether each would be *highly valuable, valuable,* or *not valuable* if provided by SIOP.

Overall these knowledge/skill training options received slightly lower ratings of value when compared with the activities and services included in the previous question. However, almost all were seen as highly valuable or valuable by at least 60% of all respondents. Results are displayed in Figure 6.

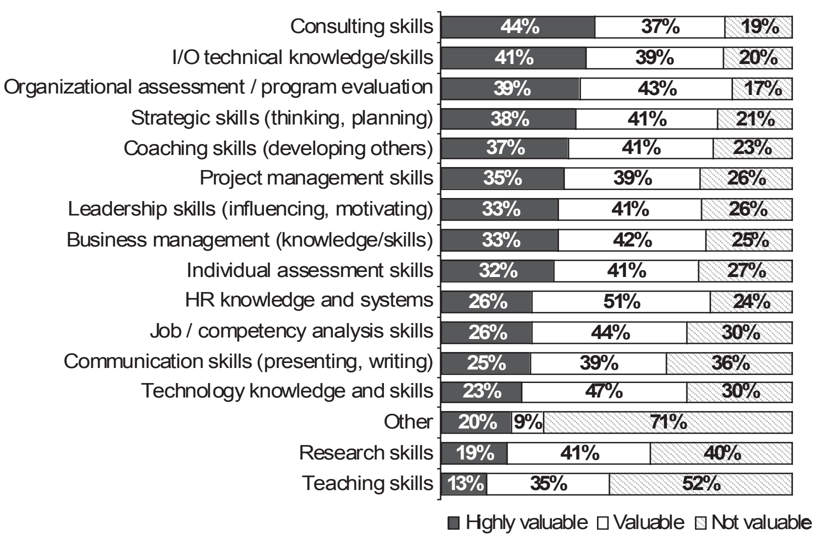


Figure 6. Value of professional knowledge and skill training (total sample).

It is interesting to note the parallels between value ratings of knowledge/skill training areas and the practice activities that were rated as *highly important* and *learned on the job* (see Figure 1 and 2) and discussed in the preceding section. For example, the skill reported to have the most value if SIOP offered training was *consulting skills*. *Consulting and advising clients* was rated as *highly important* by 78% of all respondents *and* 87% of respondents indicated that this skill is one they learned on the job. This did not hold true for all important/learned on the job skills. For example, *making presentations* was reported to be highly important by 62% of all respondents, and 74% said they learned this skill on the job. Yet training in *communication skills* was rated as highly valuable by only 25% of the respondents.

Differences in responses to this question across the practitioner categories were explored using one-way ANOVA, followed by Tukey's HSD. Results of these tests are found in Table 3.

Table 3
One-Way ANOVA of Value Ratings of Professional Knowledge and Skill Training Across Practitioner Categories

	ANOVA				
	Practitioner category				
	Full-time (70%+)	Part-time (21-69%)	Occasional (1-20%)	Non (0%)	*F*
	Mean score (where 1 = *highly valuable*, 2 = *valuable*, 3 = *not valuable*)				
Consulting skills	1.68	1.78	1.80	2.09	8.34**
Individual assessment skills	1.83	2.10	2.08	2.25	13.10**
Organizational assessment/ program evaluation	1.69	1.85	1.89	2.04	9.24**
Coaching skills (developing others)	1.75	1.99	1.99	2.21	14.55**
Job/competency analysis skills	1.97	2.05	2.17	2.24	5.62**
Leadership skills (influencing, motivating)	1.85	2.04	2.05	2.09	5.99**
Strategic skills (thinking, planning)	1.74	1.86	1.99	2.10	10.41**
Project management skills	1.86	1.90	2.00	2.09	3.23*
Communication skills (presenting, writing, etc.)	2.08	2.13	2.18	2.12	0.75
Technology knowledge and skills	2.07	1.97	2.16	2.08	1.57
Research skills	2.28	2.11	2.18	1.95	6.67**
Teaching skills	2.51	2.34	2.22	2.02	18.91**
I-O technical knowledge/skills (selection, survey design, performance management, etc.)	1.76	1.79	1.86	1.88	1.36
HR knowledge and systems	1.93	2.03	2.06	2.05	2.42
Business management (knowledge and skills)	1.83	1.91	2.12	2.09	9.03**

Differences between practice-level categories were tested using one-way ANOVA and Tukey's HSD.
$*p < .05$, $**p < .01$.

Statistically significant differences in the value ratings across practitioner categories were observed for 73% of the skill training options. Full-time practitioners were more likely to rate almost all the skills listed as highly valuable. This is not surprising because most of the knowledge/skills areas were very relevant to practice. The exception was for *research skills* and *teaching skills,* which were more likely to be rated as valuable or highly valuable by nonpractitioners. No statistical difference was seen in ratings for knowledge/skill training related to *project management, communication, technology,* and *I-O technical knowledge*.

It is interesting to look at the difference in rank orders for knowledge/skill training for the four practitioner categories (see Table 4). There are some understandable differences in the training priorities for each of the practitioner categories. The full-time practitioners and the nonpractitioners each give high rank orders to topics that are closely associated with their own work. It is surprising, however, that all four practitioner categories rank organizational assessment/program evaluation among their top five training needs.

Table 4
Rank Order of Professional Training Needs Across Practitioner Categories

Rank	Full-time practitioner	Part-time practitioner	Occasional practitioner	Nonpractitioner
1	Organizational assessment/ program eval.	Strategic skills (thinking, planning)	Consulting skills	I-O technical knowledge/skills
2	Consulting skills	Consulting skills	Organizational assessment/ program eval.	Teaching skills
3	Strategic skills (thinking, planning)	I-O technical knowledge/ skills	I-O technical knowledge/skills	Research skills
4	Coaching skills (developing others)	Organizational assessment/ program eval.	HR knowledge and systems	Organizational assessment/ program eval.
5	I-O technical knowledge/skills	Coaching skills (developing others)	Project management skills	Leadership skills (influencing, motivating

Respondent Suggestions for Professional Development activities

Respondents were also asked, *What else could SIOP do to better support or provide for practitioner professional development?* (open-ended question). There were 228 suggestions, primarily from full-time practitioners (n = 163 suggestions) rather than from part-time practitioners (n = 32) and occasional practitioners/nonpractitioners (n = 33).

The suggestions were rationally clustered. Nine clusters capture most of the suggestions. Next are some of the most frequent suggestions in each cluster.

1. Research summaries, practice benchmarks
   - Provide summaries, digests or abstracts of I-O psychology research and practice
   - Provide professional "endorsement" of research findings and research-grounded tools; provide standards to evaluate services and practices
   - Present summaries through a variety of channels: conferences, online, books, tapes, Web casts, forums, and e-mail links
   - Actively manage the I-O research and practice knowledge base, with a central portal; provide Web site to access SIOP conference papers
   - Start a practice journal

2. Specific development topics
   - Provide clear practice standards, especially in selection
   - Provide training on ethics, leadership coaching, licensure or certification areas, consulting skills, legal issues, employment law, process and influencing skills, and HR and business knowledge
   - Link to organizations that provide skill development, project management, and so on

3. Graduate training and new practitioner development
   - Train consulting skills and business understanding in master's and doctoral curricula
   - Add a practicum for all graduate students; take a lead in reporting on and establishing internships
   - Better prepare graduate students for practitioner careers, teach them how to write, think, and speak with clients
   - Develop guidelines for a PsyD program with an I-O focus
   - Organize early career sessions for new doctorates in practice, provide practical consulting training

4. Workshops, seminars, forums
   - Provide local, state, or regional events and seminars; coordinate with local I-O psychology groups; provide year-round workshops and follow up sessions
   - Organize a junior practitioner consortium
   - Expand preconference training opportunities, provide CEUs
   - Organize small working conferences to discuss strategic practice issues; organize senior consultant retreats; expand on the ideas from the new fall conference, which has been great

5. Practice orientation
   - Recognize the practice and not just the science in I-O psychology, SIOP hierarchy seems to reward just academic experience; stop treating practitioners like second class citizens; get rid of the hostile attitude that the old guard has toward practice

- Gear more events towards the practitioner; recognize practice as a legitimate I-O activity; reach out more to full-time practitioners and not look down on them
- Recognize the different reward contingencies between academics and practitioners; recognize the incredible work being done by practitioners and not just the academic stars; offer more opportunities for practitioners to be formally recognized for their contributions; give early career awards to practitioners
- Highlight the importance and need of good practice in facilitating good science

6. Networking, mentoring
    - Coordinate more network opportunities with other practitioners; organize structured formal mentoring support for practitioners
    - Create support relationships and partnerships between practitioners and theorists/academics, look for ways to reduce this gap
    - Facilitate more local and state networking meetings

7. Not for SIOP
    - Stay focused on I-O expertise; SIOP cannot and should not do all these things, as it does not make sense to pursue some training (i.e., project management) that is better provided by other vendors

8. SIOP conference
    - Focus more on practice-related issues and practical value to the organization and less on academic presentations
    - Actively solicit conference program nominations to convince organizations of the value of presenting; market directly to the organizations
    - Better organize the conference, have less time overlap of sessions on the same topic
    - Include more networking, it is tough for outsiders to break in; develop a discussion forum where practitioners can share lessons and tips

9. Online development programs
    - Provide online education programs like an ethics program with CE credits; provide online video short courses; add Web casts
    - Offer a general online discussion list
    - Organize online professional network–discussion boards

The remaining suggestions focus on:

- Positive reactions to the development ideas in the Practitioner Needs Survey
- Concerns about competing with other professionals (MBAs, clinical psychologists) who are working in our field, better differentiate our profession

- Better connect with human resources/business field
- Provide more research skills and support for practice-oriented research
- Importance for SIOP to focus on client education, promote I-O psychology to business clients and provide them with better information on I-O psychology

Given the small number of suggestions from part-time, occasional, and nonpractitioners, it was difficult to discern any differences between the four practitioner categories.

Conclusion

These results present a strong case for SIOP to give more attention to the professional development needs and interest of practitioner members. We hope that SIOP will see this as a critical concern and a central objective for SIOP as a professional organization.

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October 27 is quickly approaching, and you know what that means: Cranky Coworkers Day is just around the corner (Elmer, 2007). Do you find yourself searching for a way to escape the complaints of that cantankerous colleague down the hall? If so, this column is for you! The following pages provide everything you need to know to steer the next office conversation away from your crabby coworker's grumblings and toward something infinitely more interesting: I-O psychology in South Africa. Read on for details.

Industrial and Organizational Psychology in South Africa

Fred Guest
Past President
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SHL Americas

South Africa is indeed a country of contrasts, from first world technology to third world poverty. It is this environment of extreme change that allowed for the miracle of the "new" South Africa in 1994 and provides the I-O psychologist with one of the most exciting environments in the world to work in. There are few places that provide a space so full of diversity and transformation to test our science of group differences and cross-cultural issues in the world of work, while at the same time seeking the practical implementation of employee-orientated activities with an emphasis on developing human resources, bolstering the economy, and improving South Africa's global competitiveness (Muchinsky, Kriek, & Schreuder, 1998).

[1] As always, your comments and suggestions regarding this column are most welcome. Please feel free to e-mail me: lfthompson@ncsu.edu.

History of I-O Psychology in South Africa

Industrial psychology[2] has a long and dynamic history in South Africa. The contribution of South African psychologists to the world of work can be traced back to World War II. During this time, R.W. Wilcock's development of intelligence and special aptitude tests, P. R. Shawran's early work on the selection of pilots for the armed forces, and I.D. MacCrone's study of racial attitudes in South Africa were significant contributions (Raubenheimer, as cited in Muchinsky et al., 1998). Subsequent work conducted by the Human Sciences Research Council (HSRC) in the late 1940s further advanced I-O psychology in South Africa. This work focused primarily on the development of psychometric instruments used in many different fields. Additional contributions were made in J. G. Taylor's work on the behavioral basis of perception; H. F. E. Renning's studies of the abilities, temperament, interests, and creativity of the Kalahari Bushmen; W. Hudson's studies of the perceptual abilities of Blacks; J. Wolpe's and A. Lazarus's work in the field of behavior therapy; F. W. Blignaut's study of alcohol addiction in white mice; and S. Biesheuvel's research on the intelligence and abilities of different population groups in South Africa (Raubenheimer, as cited in Muchinsky et al., 1998).

Over the last 3 decades, industrial psychology in South Africa has grown at a remarkable rate. Almost all universities have industrial psychology departments in addition to their psychology departments. These departments were established in the 1960s and 1970s. The popularity of industrial psychology as a field of study has increased enormously over time. In 1972, only 3,147 students studied industrial psychology at South African universities, but by 1997 about 12,000 undergraduate students in I-O psychology were enrolled at the University of South Africa (Unisa) alone.

The establishment of the Professional Board of Psychology represents another notable development in the history of psychology. This occurred in 1974. Industrial psychologists are obliged to register with this board, through which they obtain statutory recognition.

Finally, discussions of the roots of I-O psychology in South Africa would not be complete without mention of the *Journal of Industrial Psychology* (published as *Perspectives in Industrial Psychology* from 1975 to 1985). This journal serves as an independent publication for scientific contributions to the field of industrial psychology. Today, this publication functions as an open access journal where articles can be downloaded for free (visit www.sajip.co.za). The Open Journal Publishing System is also directly linked to Google Scholar where all the published articles are linked to the Google search portal.

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[2] In South Africa the name "industrial psychology" is still used to describe the total field of industrial and organisational psychology, although professionals and academics are debating whether the name is sufficient to the needs of the environment.

I-O Psychology as a Profession

In South Africa, an industrial psychologist is required to register with the Health Professions Council of South Africa (HPCSA—www.hpcsa.co.za) in accordance with the Medical, Dental, and Supplementary Health Service Professions Act, No 56 of 1974. The main function of the board is to instill high standards of professional training and conduct among members of the profession. In order to become registered with the Professional Board, a master's degree in psychology and a formal internship of 12 to 18 months is required. Registered psychologists are required to accrue a certain number of CPD (continuous professional development) credits per year to maintain their professional registration with the board. These credits can be obtained from various registered CPD Service Providers. In 2007, there were 8,779 individuals registered with the HPCSA in categories ranging from mental health assistant to psychologist. Of these, 1,123 were registered I-O psychologists (12% of these are Black). At this time, 274 interns were also registered (29% of these are Black).

Many industrial psychologists also register as personnel practitioners with the South African Board of Personnel Practice (SABPP). This is not a statutory body and is not regulated by legislation as in the case of the Professional Board.

I-O Psychology at Universities

The significant growth in I-O psychology as a field of study has led to nearly all South African universities having I-O psychology departments. I-O psychology is taught in departments at 14 South African universities. Some of these departments are part of psychology departments, but by far most of these are situated within the Faculties of Business and Commerce either as independent departments or as part of Human Resources Management departments. The commercial focus of most of these departments provides South African students with a unique opportunity to combine their science in psychology with the practice of business and commerce.

Professional I-O Psychology Associations

South Africa's history of transformation has also influenced the way psychologists have organized themselves over the last few decades. Originally, there were two professional associations for psychologists in South Africa—the South African Psychological Association and the Psychological Institute of the Republic of South Africa. In 1982, the Psychological Association of South Africa (PASA) was established, which consisted of five institutes concerned with the following fields: academic and research, industrial, counseling, clinical, and educational psychology. As a result of the transformation process in South Africa, this body was replaced by the present Psychological Society of South Africa (PsySSA), founded in January 1994.

From 1994–2005 the Society for Industrial and Organisational Psychology of South Africa (SIOPSA) comprised a division of PsySSA. During October 2005, the Society's members chose to become an independent organization with an arm's length relationship with PsySSA. As described next, SIOPSA is now one of the prominent professional associations representing the interests of more than 650 psychologists working in industry.

The Society for Industrial and Organisational Psychology of South Africa (SIOPSA). Most industrial psychologists are represented by SIOPSA (www.siopsa.org.za). In general, SIOPSA aims to encourage the existence of a fair and humane work situation in South Africa, to which all have an equal opportunity of access and within which all can perform according to their abilities, develop to their full potential, and experience a high quality of work life.

The Society is a registered nonprofit organization with an elected central executive. The executive takes responsibility for the representation of members at a national level with statutory bodies like the Board of Psychology. The executive also works to ensure effective communication with members through the Society's Web site, quarterly newsletter, and regular news items, organizes national events like the annual SIOPSA conference, and provides additional member services as well.

SIOPSA is an accredited CPD Service Provider of the Board of Psychology and arranges several national and regional events for members and other interested parties. In 2007, the Society issued more that 2,000 CPD certificates over 20 events. International cooperation is also important to SIOPSA, which has a Society Memoranda of Understanding with SIOP, EAWOP, and the Division of Occupational Psychology of the BPS.

The main event of the Society is the annual SIOPSA conference. The conference has been presented annually for at least the last 20 years. This peer-reviewed, 3-day conference is normally held in June and includes several pre-conference workshops and at least two international keynote speakers (which have, in the past, included a number of prominent SIOP members such as **Frank Landy, George Thornton, Murray Barrick, Walter Borman,** and **Lois Tetrick**). Also included are South African keynote speakers and around 40–50 papers from South African and African I-O psychologists. The conference follows a format similar to that of the annual SIOP conference.

Regionally, the Society has branches in four main South African cities: Cape Town, Johannesburg, Durban, and Pretoria. Each of these branches has its own executive committee and is represented on the central executive by a regional chairperson. Many regional events are well attended by as many as 70 I-O psychologists, interns, and students.

Consulting in Psychology Interest Group and **People Assessment in Industry (PAI)**. In addition to the regional branches, the Society has two active special interest groups: the Consulting in Psychology Interest Group and PAI. The intent of the Consulting in Psychology Interest Group has been to drive the

cause of consulting in psychology as an area of practice in South Africa. Meanwhile, PAI (www.pai.org.za) was originally establishing to proactively engage various stakeholders interested in psychological assessment in South African industry. The purpose of PAI is to ensure testing exists in the South African context as a value added and ethical practice. PAI's activities include promoting fair assessments in the workplace. The group has provided the government with input on the wording of psychometric assessments found in the Employment Equity Act and has set up a network of interested stakeholders around the country. PAI is actively engaged in educating everyone about the potential benefits of sound psychological assessment in the industrial context.

Since its inception, PAI has published a range of survey reports and best practice guides including:

- *Issues Facing Organisations Using Assessment in the Workplace* (2007)
- Guidelines for the Validation of Assessment Procedures (2006)
- *Code of Practice for Psychological and Other Similar Assessment in the Workplace* (2006)

During 2007, PAI invited **Jim Outtz** of SIOP to present a workshop on adverse impact as part of a Fairness Symposium in Pretoria. **Kevin Murphy** also presented a workshop on the assessment of honesty in the workplace, and **Wayne Cascio** and **Rich Arvey** presented on fairness in personnel decisions some years ago.

The Assessment Centre Study Group (ACSG). The ACSG (www.acsg.co.za) is a special interest group of practitioners in South Africa who present a conference on assessment centers each year. The study group operates independently, both professionally and financially, and consists of a committee of volunteers who are elected every second year. The ACSG aims to promote the professional use of the assessment center technique; facilitate the exchange of experience and skills with regard to this technique; provide a forum to exchange research, insights, and information related to the science, practice, and teaching of assessment centers; ensure that this technique is applied in an ethical and professional manner by its users; ensure that the application of the technique in Southern Africa keeps pace with overseas developments in this field; and identify and address related problem areas. Since it establishment in 1980, the ACSG has been instrumental in building relationships with international scholars and practitioners across the globe. A highlight on the I-O psychology calendar every year is the annual ACSG conference held in the beautiful cape wine lands during March. This conference is attended by around 150 delegates annually.

The Future of I-O Psychology in South Africa

As the world well knows, South Africa has undergone significant changes over the past 10 years, impacting our lives and the world of work in ways that were once difficult to imagine. Sharing and managing knowledge in the

information age have become key to success, resulting in significantly different models of work, opportunities for innovation, and infinitely more career choices.

To help manage and drive what lies ahead, SIOPSA hosted a one-day Futuring Conference earlier this year to identify and establish a range of issues of shared importance. This conference resulted in a strategic framework for I-O psychology over the next 5 years. Delegates from various stakeholder groups including academic institutions, practitioners, large organizations, and independent practice attended and identified 11 professional action domains that would be critical for our future. These action domains are provided below.

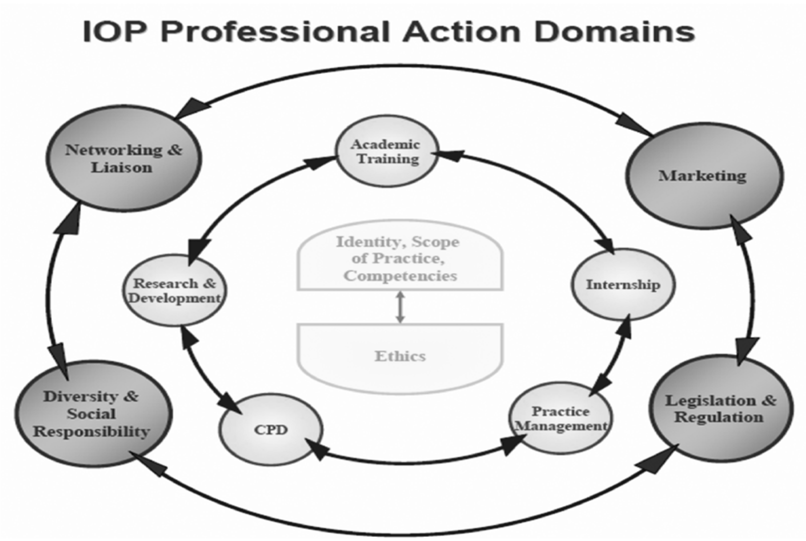

Figure 1: Key outcome from the Futuring Conference—Professional Action Domains.

These action domains will form the basis of 11 working committees, which will function under the auspices of SIOPSA with the specific aim of defining a comprehensive strategy to ensure that I-O psychology in South Africa is ready for the future.

By maintaining balance between science and practice, and by making a conscious effort to render scientific knowledge more accessible to its users, we feel confident that industrial psychology will grow and prosper in the new socio-political order in South Africa.

Concluding Editorial

So there you have it—an interesting and informative account of the past, current, and future directions of our SIOPSA counterparts, who are clearly doing their part to rid the world of workplace crankiness by advancing the science and practice of I-O psychology. All signs indicate that our profession will continue to flourish in the South African corner of the globe, where our forward-thinking colleagues work to ensure that I-O psychology remains useful and relevant to diverse populations operating in an ever-changing environment.

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Health Promotion in Angola and Rwanda: Lessons for a More Adaptive I and O

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Dr. Karen Cheng has worked as a research associate for an I-O consulting firm in Los Angeles and as a human factors researcher at IBM's T. J. Watson Research Center. She holds a PhD in the psychology and culture of groups from the University of California, Los Angeles (UCLA). Dr. Cheng is currently an assistant professor in the Department of Psychiatry and Human Behavior at Charles Drew University of Medicine and Science (CDU) and a core scientist with the International Core of the UCLA/Drew Center for HIV Identification, Prevention, and Treatment Services. At Charles Drew University, Dr. Cheng directs a team that develops culturally appropriate assessment surveys, as well as data collection and data entry strategies in low-resource settings, for CDU HIV/AIDS projects in sub-Saharan Africa. Her current work marries two passions: health promotion by not-for-profit organizations in low-resource countries and how to strengthen HIV/AIDS programs in sub-Saharan Africa with culturally appropriate computer technology. Her work thus spans intervention and evaluation. She recently completed several studies assessing acceptability and cost effectiveness—for not-for-profit organizations promoting health in Angola—when using handheld computers to collect self-reported sexual behavior data. Dr. Cheng's human factors work builds upon years of research on cultural identity within social networks, including the cognitive processing of social information among bicultural and bilingual people, and how such processes interface with the assessment of human service projects in health and beyond.

(1) Please tell us a little about your own background and the center.

The mission of Charles Drew University of Medicine and Science is to meet the health needs of the underserved through excellence in teaching, research, and community service. The Drew Center for AIDS Research, Education, and Services (Drew CARES) uses behavioural science to inform organizations that are fighting the global HIV/AIDS epidemic. Currently, the center has projects in Angola, Rwanda, Nigeria, and Mexico. We conduct research to evaluate the effectiveness of HIV prevention programs and of treatment and

care services given by not-for-profit organizations. We work with our nongovernmental and governmental/civil service partners in low-resource countries to create evidence-based programs to serve people who are living with or may be affected by HIV. You could say that our work encompasses the I-O psychology of health service delivery in low-resource contexts. In addition, our work helps our partners to meet the Millennium Development Goals, especially around health; a discussion of these goals have appeared in your earlier interviews (e.g., with Professor MacLachlan in the April issue of *TIP*).

(2) Does the psychology of work play a role in these activities?

Yes, it most certainly does. A primary research interest of mine is how to use computer technology to help organizations improve their delivery of health and education services in low-resource countries. As a psychologist, I want to ensure that the technology is implemented in a culturally appropriate way and in a way that enhances, rather than hinders, people's work. I recently presented some research at the annual ACM (Association of Computing Machinery) Conference on Human Factors in Computing Systems that speaks directly to this issue. I conducted a study in Angola to compare the acceptability of using handheld computers to record HIV/AIDS-related survey data. Handheld computers offer the advantages of being small and easy to carry; they also eliminate the extra step of data entry and help with complicated skip patterns in surveys. However, handheld computers are not common in Angola, and people may not feel comfortable participating in a survey that uses handheld computers. In the study, I found that participants were more likely to give socially desirable responses when faced with an interviewer using a handheld computer versus an interviewer using paper and pencil. These differences may have been due to unfamiliarity with the technology or a perceived status gap between interviewer and participant due to the use of computer technology. The lessons I draw from this study are that (a) a technological solution is not always the best answer, (b) we have to learn and understand the sociocultural context in which we are implementing technology, and (c) we have to have a clear understanding of the gaps that the technology is intended to fill so that the proposed technology solution will be appropriate. I am happy to report that the paper was very well received and was named "Best of Conference" in the Technical Note category.

(3) How prominent is "I-O psychology" in your field?

I-O psychology has a low profile in the field of HIV prevention, especially in low-income countries like Angola and Rwanda. During my first few years working in this field, and even now, it would have been helpful to access a network of colleagues with similar professional backgrounds who have done similar work. Much of this kind of work is navigating the practicalities and logistics on the ground. The research findings I can read in a journal, but there needs to be another venue for learning from one another's day-to-day experiences.

(4) Could it be more so?

I think, Stu, that you've started to encourage I-O people to share information through the creation of the Povio network. It is helpful to get e-mail updates about relevant policy changes, new reports, new publications, and so forth. I think a good next step for Povio may be to have a Web site. It doesn't have to be a fancy one, but it would be nice to have Web site with links to other relevant sites.

(5) How? From your perspective, and with your experience, how could the profession help, do you think?

From my observations on the ground, I-O psychology has much to offer to the field of international development. A key part of my job is to backstop the Drew CARES office in Kigali, Rwanda. That office houses 14 staff, including a physician, a psychologist, social workers, and financial and administrative staff. The majority of the staff are Rwandese; the country director is American. I have weekly communication with the country director, and I visit the office several times a year. I also communicate with our funders and implementing partners, as needed. There is a great need for research on effective management techniques and cross-cultural collaboration in low-resource countries. In particular, the power/resource differential between donor countries and host countries presents unique challenges for work dynamics, for example, between international aid agencies and local organizations (including local government entities), between expat managers and their local staff. There is need for research on how to grow and motivate employees within NGOs, where funding is subject to yearly renewal and employees are anxious about their job security. I-O psychologists can help to provide management and leadership training. There is also much need for I-O psychologists to help with personnel selection and, in particular, evaluating whether expats are a fit for the work environment in low-resource countries.

Thank you for this fascinating, as well as timely insight into the relevance and practicality of I-O psychology "on the ground." I think *TIP* readers will hear your call for more support networks to help support interns and workers "out there," pushing the proverbial envelope in I and O.

ON THE LEGAL FRONT

The Supreme Court Rules in *Meacham*…and More

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The Supreme Court issued two rulings on retaliation on May 27, 2008, one involving the Age Discrimination in Employment Act (ADEA; *Gomez-Perez v. Potter*) and the other involving Section 1981 (*CBOCS West v. Humphries*). The Supreme Court also issued two EEO rulings on June 19, 2008, one involving adverse impact in the ADEA (*Meacham v. Knolls Atomic Power Laboratory* [KAPL]) and the other involving pension and disability issues in the ADEA (*Kentucky Retirement System v. EEOC*). We will briefly summarize the two retaliation rulings and discuss in greater detail the *Kentucky* and *Meacham* rulings.

The *Gomez-Perez* & *CBOCS West* Rulings

The question in *Gomez-Perez v. Potter* was whether retaliation is a valid claim for *federal employees* under the ADEA. A 45-year-old female postal worker requested a transfer to work at a facility closer to her ailing mother, which was approved. However, her request for retransfer back to her old job was denied. She filed a union grievance on the failure to retransfer that was rejected and then filed ADEA charges claiming both age discrimination for failure to retransfer and retaliation for having filed the union grievance. The district court granted summary judgment for the defendant on both charges and the 1st Circuit affirmed. This ruling conflicted with the D.C. Circuit's ruling in *Forman v. Small* (2001), thereby motivating the Supreme Court review.

The question in *CBOCS West v. Humphries* was whether retaliation is a valid claim under Section 1981 of the Civil Rights Act of 1866 and 1871. A black employee was terminated after complaining about the termination of a black coworker. He claimed racial discrimination and retaliation under both Title VII and Section 1981. His Title VII charges were dismissed for failure to pay filing fees and CBOCS West won summary judgment on both Section 1981 charges. The 7th Circuit upheld the summary judgment on discrimination but reversed and remanded for trial on whether retaliation is a valid claim in Section 1981.

The Supreme Court ruled 6–3 that retaliation is a valid ADEA claim for federal employees and 7–2 that retaliation is a valid Section 1981 claim. Neither ruling was surprising. In *Gomez-Perez*, the dissenting justices (Roberts, Scalia,

and Thomas) acknowledged that retaliation was expressly incorporated into the ADEA when enacted to cover private entities in 1967. However, Justice Roberts opined that coverage of federal entities was not added until 1974, and there was no attachment of a retaliation provision. Speaking for the majority, Justice Alito cited precedents in Section 1982 (*Sullivan v. Little Hunting Park*, 1969) and Title IX (*Jackson v. Birmingham Board of Education*, 2005) in which there was language prohibiting discrimination but no specific language on retaliation. Nevertheless, the Supreme Court supported retaliation in both of these statutes. The *CBOCS West* ruling (Thomas and Scalia dissenting) was also based on *Sullivan v. Little Hunting Park* because Section 1981 and Section 1982 have been considered companion statutes in other Supreme Court rulings (e.g., *Johnson v. Railway*, 1975 & *Runyon v. McCrary*, 1976).

Kentucky Retirement System v. EEOC

At issue in *Kentucky v. EEOC* was a pension disability plan in which "hazardous position" workers (e.g., policemen) are eligible for normal retirement benefits after 20 years service or after working 5 years upon reaching age 55. Benefits are based on years of service, and years are added to the calculation for disabled workers to total either 20 years of service or the number of years of service needed to reach age 55. The only additional stipulation is that the number of years added is capped by the number of years worked. Thus, for example, a hazardous worker with 15 years of service who is disabled at age 40 receives 5 additional years, as does one with 5 years experience disabled at age 50. The plaintiff (Charles Lickteig) worked for the sheriff's department when he was disabled at age 61 and retired. No years were added to his pension. The EEOC claimed that the plan failed to add years solely because the disability occurred after age 55. The State won a summary judgment in district court that was initially affirmed by a three-judge panel of the 6th Circuit before being reheard and overturned by an en banc panel. The Supreme Court overturned the en banc ruling in a 5–4 opinion with one of the most unusual groupings of justices in recent years. Justice Breyer delivered the majority opinion in which Roberts, Stevens, Souter, and Thomas joined, while Justice Kennedy delivered the dissenting opinion in which Alito, Ginsburg, and Scalia joined.

In essence, this was the battle of two Supreme Court precedents; *Hazen v. Biggens* (1993) and *Ohio v. Betts* (1989). The majority ruled that *Hazen* was the appropriate precedent. In *Hazen*, Walter Biggens was fired at age 62 just a few weeks short of pension eligibility. A jury found for Hazen on disparate treatment, but the Supreme Court overturned, ruling that the jury was unduly influenced in its disparate treatment ruling by a factor *correlated* with age (years of service). *Hazen* was a unanimous decision in which the Supreme Court ruled that years of service and age are "analytically distinct," meaning years of service cannot serve as a proxy for age. Based on *Hazen*, the majority ruled there was no evidence that Kentucky's plan was motivated by age and, in fact, cited an example in which the older of two employees both over

age 40 can receive a greater benefit from such a plan (e.g., a 40-year old with 15 years experience accrues 5 additional years, whereas a 45-year-old with 10 years experience accrues 10 additional years).

In *Ohio v. Betts,* a woman (June Betts) who was disabled after age 60 faced a Hobson's choice between unpaid medical leave and retirement benefits paying $158.50 per month. She chose retirement benefits. Had she been under 60, she would have received $355 a month in disability benefits. In a controversial 5–4 ruling delivered by Justice Kennedy, the Supreme Court ruled that Betts could prevail only by proving that the Ohio plan was "subterfuge" to evade the purposes of the ADEA (i.e., a scheme to discriminate against older workers). Congress then overturned the *Betts* ruling in Title I of the Older Workers Benefit Protection Act of 1990 (OWBPA) and defined the statutory Bona Fide Benefits Plan (BFBP) defense as follows:

> (i) where, for each benefit or benefit package, the actual amount of payment made or cost incurred on behalf of an older worker is not less than that made or incurred on behalf of a younger worker, as permissible under section 1625...or (ii) that is a voluntary early retirement incentive plan consistent with the relevant purposes of this Act.

In short, benefits must be the same for older and younger workers unless (a) they cost more to provide for older workers, or (b) the plan is part of a legitimate voluntary early retirement package.

According to Justice Kennedy, who wrote the *Betts* ruling and the dissenting opinion in the present case, the *Betts* ruling, as overturned in the OWBPA, should control the present case. The principle objection to the *Betts* ruling by Congress was that it placed a burden of persuasion on the plaintiff in the face of a plan that was *facially discriminatory* based on age. Viewing it in this way, Kennedy opined that the Kentucky plan was as facially discriminatory as the Ohio plan, and that rather than force the plaintiff to prove that the plan was motivated by age, the defendant should bare a burden of persuasion to prove there is a cost basis for not accruing years beyond age 55.

Meacham v. KAPL

Meacham addressed a residual issue from *Smith v. City of Jackson* (2005), a ruling discussed in the July 2005 issue of **On The Legal Front**. Prior to the Supreme Court's ruling in *Hazen v. Biggens* (1993), it was common for lower courts to treat age-based adverse impact claims with Title VII rules. However, after *Hazen*, most circuit courts ruled that adverse impact was an invalid claim in the ADEA as a matter of law.

The facts in *Smith* were that the city of Jackson, Mississippi authorized higher percentage raises to officers and dispatchers with less than 5 years experience because they feared competition for these positions from neighboring communities. Dispatchers and officers with more than 5 years experience were significantly older than those with less than 5 years experience. The district court

ruled that adverse impact is unavailable in the ADEA as a matter of law, a common ruling after *Hazen*, and the 5th Circuit agreed. The Supreme Court, in a 5–4 ruling, endorsed adverse impact as a valid claim in the ADEA. Nevertheless, the plaintiffs lost on grounds that they (a) failed to identify a cause of adverse impact and that the city had (b) a Reasonable Factor Other Than Age (RFOA) for authorizing the pay raises. A key part of this ruling was the belief on the part of the majority that the Civil Rights Act of 1991 (CRA-91) overturned *Wards Cove v. Atonio* (1989) as regards adverse impact in Title VII, but not in the ADEA.

As depicted in Table 1, the *Smith* ruling dictates that there is commonality between Title VII and the ADEA in the prima facie phase (Phase 1), as plaintiffs in both statutes must identify a specific employment practice (or group of practices) that disproportionately excludes or falls more harshly on one group than another. The statutes then diverge. The defense to adverse impact (Phase 2) in Title VII is proof that the challenged practice is job related and consistent with business necessity, forcing the plaintiff to prove (Phase 3) there are equally valid alternative practices with less or no adverse impact. In the ADEA, defendants may invoke the RFOA statutory defense (Phase 2), forcing the plaintiff to prove that the factor(s) offered is not reasonable (Phase 3). The key piece of residue left over from the *Smith* ruling was the level of proof required from defendants that invoke the RFOA defense.

Table 1
Commonality Between Title VII and the ADEA

	Title VII
Phase 1	Statistical evidence of an identified employment practice that disproportionately excludes protected group members
Phase 2	Proof that the challenged practice is job-related and consistent with business necessity
Phase 3	Proof there is an equally valid, job-related practice with less or no adverse impact
	ADEA
Phase 1	Statistical evidence of an identified employment practice that disproportionately excludes protected group members
Phase 2	Statutory defense—Reasonable Factor Other Than Age (RFOA)
Phase 3	Proof that the factor cited is unreasonable, or not the true reason for the employment practice

The 2nd Circuit had long entertained adverse impact as a valid ADEA claim, both before and after *Hazen v. Biggens* (1993). However, after CRA-91 overturned *Wards Cove* insofar as Title VII is concerned, this 2nd Circuit continued to use the *Wards Cove* interpretation for ADEA cases.

The facts in *Meacham* were as follows. The defendant, KAPL, instituted an involuntary reduction in force (IRIF) in conjunction with a voluntary separation plan (VSP) for employees with 20 or more years of service. There was no difficulty in identifying an employment practice (i.e., the layoff) that

caused adverse impact; 30 out of 31 (98%) of the laid off employees were over age 40. The 2nd Circuit reviewed this case twice. Under *Wards Cove* rules, which mimic *McDonnell-Burdine* disparate treatment rules in the defense phase, KAPL articulated that the laid off employees were rated lowest in criticality of skills and flexibility for retraining. However, in the pretext phase, the plaintiffs proved to the satisfaction of a jury that there were suitable alternatives with less adverse impact, including a hiring freeze and extension of the VSP to employees with less than 20 years of service. The 2nd Circuit agreed with the jury, and the plaintiffs were victorious in *Meacham I* (2004).

Meacham I was vacated and remanded for reconsideration in light of *Smith*, and the plaintiffs lost in *Meacham II* (2006). Based on *Smith*, a divided panel of the 2nd Circuit ruled that the defense's articulation in *Meacham I* was sufficient to satisfy the RFOA defense and that the plaintiffs now had the burden to prove that the reasons offered by KAPL were unreasonable. The two majority judges ruled that based on the Supreme Court's reference to *Wards Cove* in *Smith*, the RFOA defense is productive (as in *McDonnell-Burdine*). The dissenting judge argued that the burden in RFOA is persuasive and, therefore, that KAPL would have to affirmatively prove, rather than merely articulate, its reasons for using the IRIF criteria. For its part, the Supreme Court unanimously agreed with the dissenting judge, listing numerous reasons why statutory defenses such as RFOA (e.g., Bona Fide Occupational Qualification (BFOQ), Bona Fide Benefit Plan (BFBP), Bona Fide Seniority System (BFSS), etc.) are affirmative defenses. The Court ruled 7–1 that the employer must meet the burden of persuasion.[1]

Conclusions

The Supreme Court has delivered a number of employee-friendly retaliation rulings in recent years, as well as a number of interesting ADEA rulings. The recent retaliation rulings support that EEO law (and civil rights law in general) prohibits retaliation regardless of whether the word retaliation is explicitly found in the statute. This support was expected, partially to ensure that statutes could be enforced as they were likely intended. Note that the Supreme Court used precedents across various statutes to come to their retaliation rulings. In other words, rulings related to Title IX, which focused on educational opportunities, and to Section 1982, which focused on property rights, were used to determine Section 1981 and ADEA coverage. In each of these cases, there was no written retaliation provision, yet the Supreme Court ruled that each statute was intended to prohibit retaliation. These rulings suggest that similar statutes have similar implications, regardless of the fact that they may have been written at different times and under very different conditions.

[1] Justice Breyer did not take part in this ruling. Justice Scalia wrote his own concurring opinion and essentially deferred to the EEOC in the matter. Justice Thomas wrote a split opinion, reiterating that he does not support disparate impact claims under the ADA (and dissented in the *Smith* ruling).

With regard to the ADEA, disparate impact theory appears alive and well. The heavier employer burden endorsed in *Meacham* makes it more difficult for employers to defend an adverse impact claim under the ADEA, and in combination with the *Smith* ruling, should have employers paying attention to employment practices and their relation to the ADEA. However, note that the employer burden under the ADEA is still substantially lighter than the Title VII burden. *Kentucky v. EEOC* was a more employer-friendly ruling, although more relevant to disparate treatment claims under the ADEA than to disparate impact claims. The ruling essentially supported that reasonable factors used to determine pension status were not proxies for age. However, this case should be followed to see if Congress reacts to it as it did to *Ohio v. Betts* in 1990.

Note that many recent ADEA cases have focused on less traditional employment decisions like disability benefits, pension plans, rehire policies, and so on. These types of employment decisions may not be on the HR radar relative to more traditional employment decisions like hiring and promotion, yet these actions can be challenged under treatment and/or impact claims. Of course, *Meacham* was essentially a termination case stemming from a performance measurement system. With the recent economic hardship in the United States and many organizations implementing reduction in force initiatives, it will be interesting to see if there is a meaningful increase in ADEA claims in 2008 related to reduction in force outcomes.

So what implications do these rulings have for I-O psychologists? With regard to retaliation, I-O psychologists could be more involved in the development and implementation of internal grievance policies, procedures, and documentation. Perhaps the most intuitive way to minimize retaliation is to ensure that employees and supervisors are aware of the discrimination claiming process, what retaliation is, and strategies for handling claims and future interactions with claimants. With regard to the ADEA, I-O psychologists should be involved in the development of reduction in force initiatives. Intuitively, termination decisions should be reasonable and ideally related to job performance. Perhaps I-O psychologists could also be more involved in compliance work that considers the legal defensibility of nontraditional employment decisions like disability benefits, pension plans, rehire policies, and so on. Of course, conducting relevant adverse impact analyses by age for traditional and nontraditional employment decisions is a worthwhile exercise in the post *Smith/Meacham* era.

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The Industrial-Organizational Psychologist will be included in the 11th edition of Cabell's *Directory of Publishing Opportunities in Business.*

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GOOD SCIENCE–GOOD PRACTICE

Jamie Madigan
Ameren

Marcus W. Dickson
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We thought we'd start off this issue with an article that one of the editors of the *Journal of Occupational and Organizational Psychology* (*JOOP*) sent to our attention. You might recall that we featured a special issue of *JOOP* dealing with the scientist–practitioner divide in an earlier issue of this column, so we're always glad to hear from them. The article in question is entitled "Maximizing Journal Impact: Moving from Inspections of Topics to Scans for Techniques, Populations, and Actions." Author **Alan Walker** begins the piece by reiterating the importance of refereed journals to bridging the scientist–practitioner gap and notes that it's not often the case that the subject matter itself fails to be of potential interest to either class of reader. In fact, a quick survey of *JOOP* articles reveals that literarily every one of them could be of interest to those operating out of the world of business, provided that those practitioners are working on projects germane to the article's topic. And this reasoning isn't as circular as it sounds at first, given the overlapping universes of likely business projects and journal topics.

And this, Alan emphasizes, is the key point: Instead of taking the typical track of blaming journal authors and editors for failing to make their tomes more accessible to practitioners, he notes that readers (practitioner and academic alike) bear at least some portion of the responsibility for making the journal useful to them. Towards this end, the author calls for a reexamination of how time-poor practitioners (or, for that matter, academics working in a particular research stream) scan journals for information of relevance to practitioners.

The first scanning technique is, of course what many of us do with journals already: get them in the mail, glance at them, maybe tear off the plastic wrap, glance at them again, and then toss them into the towering pile of "Stuff I Should Really Read When I Get a Minute." If that minute ever comes, we tend to skim over table of contents, looking for article titles relevant to whatever initiative we may be wrestling with or building towards in our work. If something of this sort catches our eye, we may read the abstract. If things are still judged to be germane, we may proceed with reading the article either in part or whole before our computer tells us we're going to be late to our 2:00 meeting if we don't hurry it up.

This is fine and good, but Alan recommends going further during our scanning process by searching for articles that not only match our interest in topics, but those that have research techniques that could be adapted to our present

problems, those that deal with populations of interest to us even if the research questions are irrelevant, and those that highlight actions or initiatives that are not currently on our minds but which might ought to be. So, for example, although an article on measuring employee engagement might be dedicated to a topic of little relevance to our work this week, the interview techniques or level of analysis data manipulation might be relevant to our new endeavors to measure customer satisfaction across different sales regions. Or techniques to study job satisfaction in part-time seasonal employees might be relevant to studying some other factor within our own temporary seasonal employees.

Alan argues that broadening our attention to encompass these other facets —techniques, populations, and actions—will help us derive greater benefits from scientific journals, and I don't necessarily disagree. I do have to wonder, however, who is really going to be able to use paper journals in this matter. Details about populations and research methods aren't always easy to glean from article abstracts, and reading the relevant sections of every article in search of these golden nuggets doesn't exactly fit any definition of "skimming." Alan's suggestions seem like they would work best when applied to different kinds of media, like searchable databases or wikis with metadata, tags, and keywords that can draw attention to this kind of thing (some journals, like the *Journal of Applied Psychology*, do list helpful keywords in the headers of their printed articles, though they're still limited by the print medium). The *JOOP* article presents some good ideas, but I think they're likely to have the most impact outside of the paper medium.

Although the above *JOOP* article describes how readers can take more responsibility for narrowing the scientist–practitioner gap, the next work we'd like to discuss is actually a great example of the flipside—how researchers can endeavor to make their scholarly work more approachable, entertaining, and practical. And it's not a journal article, but a book: *Predictably Irrational* by Dan Ariely, a professor of Behavioral Economics at Duke University.

Behavioral economics is closely related to (or arguably even synonymous with) the field of decision making, in which many of us were educated as I-O psychology graduate students and which some even went on to research further. And indeed it's not hard at all to see where the science of decision making under uncertainty applies at some level to just about every corner of our field—how candidates evaluate job offers, what affects job satisfaction, what circumstances counteract impulses towards theft or sabotage, how leaders influence people, and so on. Ariely samples various similar topics from behavioral economics and decision making throughout his book, usually with the goal of showing us how humans can reliably be counted on to act in irrational (but sometimes surprisingly adaptive) ways when making decisions.

The book's content, engaging as it is, isn't necessarily the segue to our discussion of good science and good practice. Rather, *Predictably Irrational* serves as a great example of how books on scholarly topics can cross over into the mainstream by making themselves relevant, entertaining, and educa-

tional. I think we've all come across books that pertain to critical issues in our field but which are too erudite to stimulate our thinking or imagination, much less give us practical suggestions on how to do our day-to-day business. This book, however, teaches us about decision making through experiments and illustrations involving beer, motivational posters, Coke cans, dinner parties, and laptop computers full of naughty images. Yet it's all based in a sound, scientifically vetted research stream that makes use of solid experimental design. I can't help thinking that if our field had similar books on topics like job analysis, leadership development, survey research, employment testing, or anything else, we'd have many more practitioners that were engaged and better educated, and maybe students would actually get ahead on their reading for once.

It is of course no shock to anyone that corporate ethics remain a hot topic; the number of recent scandals involving organizational leaders worldwide has shaken many people's faith in the ability of corporations to govern themselves, leading to several recent calls for increasing scrutiny and individual accountability. The high-profile failings, both personal and professional, of many CEOs contribute to this lack of trust, and some have argued to decreasing organizational productivity and morale. Annebel De Hoogh and **Deanne Den Hartog** focus on these issues in their recent *Leadership Quarterly* article entitled "Ethical and Despotic Leadership, Relationships With Leader's Social Responsibility, Top Management Team Effectiveness and Subordinates' Optimism: A Multi-Method Study." (Full disclosure: Marcus has regularly collaborated with Dr. Den Hartog on research, though he had no input on the study discussed here.)

This paper advances theory in several ways. First, it allows us to have greater confidence in the findings because they are based on interviews with a sample of CEOs, along with two separate samples of subordinate questionnaires (thus eliminating same-source bias issues). Second, the paper builds on prior literature about leadership styles and behaviors, and clarifies the interrelationships of leader characteristics and subordinate perceptions. The paper also provides important practical insights into the importance of ethical leadership for maintaining employee optimism and commitment, as well as identifying specific aspects of leader social responsibility that it seems should be considered when selecting top organizational leaders because of their relationships with important organizational outcomes.

De Hoogh and Den Hartog specifically focused on whether CEOs' behaviors related to ethical leadership had an impact on how effective employees within the company perceived the top management team to be, as well as to employees' interest in remaining with the organization and their optimism about the organization's future. Using a detailed coding scheme to assess interviews with 73 CEOs, they were able to identify overall and facet scores for leader social responsibility (facets were moral–legal standards of conduct, inner obligation, concern for others, concern for negative consequences, and self-judgment). They then administered two separate questionnaires to selected subordinates within those CEOs' organizations: One questionnaire focusing on assess-

ment of the CEO's leadership and that of his/her top management team, and one questionnaire focused on perceptual outcome measures like optimism about the organization and one's place in it, along with organizational effectiveness.

One of De Hoogh and Den Hartog's unexpected findings was that leaders who were rated by one sample of subordinates as being more despotic were not perceived by a second sample of subordinates as having less effective leadership teams, nor did their despotism lead those employees to feel less optimistic about the organization. Although many authors have written extensively about the negative aspects of authoritarian styles of leadership, these data suggest that there are likely to be situational moderators affecting whether despotic/authoritarian leadership styles lead to negative organizational outcomes. More in line with expectations, the authors found that CEOs who were rated higher on social responsibility were perceived by others as being more ethical and less despotic, though they were not necessarily perceived as engaging in more power sharing. They also found that "leader's internal obligation was found to be most important in relation to ethical and despotic leadership. As internal obligation is associated with images reflecting someone obligated to act because of internal, impersonal forces…, the relevance of this leader characteristic for the (un)ethical potential of leadership is not surprising" (p. 306). In other words, leaders who feel an internal drive to behave in socially responsible ways end up being perceived by others as behaving more ethically and have better organizational morale and (apparently) performance. Though Jean Giraudoux is alleged to have said that "The secret of success is sincerity—Once you can fake that you've got it made," these data suggest that it is the CEOs who are sincere in their internal feelings of social responsibility whose organizations show these positive outcomes.

We'll wrap up this issue with a slight departure from our normal coverage. We usually try to focus on papers that advance theory and simultaneously provide useful practical information for practitioners. In this case, we want to touch on a study that certainly has useful information for practitioners, but instead of necessarily advancing theory, it helps us better understand our classroom educational efforts. Even though it is a little bit different from what we might usually target, it is another study that is appealing to us both for its topic's relevance and for the quality and nature of the data.

Linda Edelman, Tatiana Manolova, and Candida Brush start with data from the National Panel Study of Entrepreneurial Dynamics (PSED), which focuses on the earliest stages of the organizational life cycle and on the characteristics of entrepreneurs to determine whether their actions and behaviors will lead to the creation of actual new organizations. Edelman and colleagues then looked at the textbooks used to teach entrepreneurship in MBA programs to determine whether what is being taught is actually what is being done—an important question, to see whether entrepreneurs in action are missing out on things that educators know are likely to lead to success, as

well as whether educators are missing out on things that entrepreneurs are actually doing to make their companies work.

Edelman et al. found that, on the one hand, there is not a lot of congruence between what students of entrepreneurship are reading in their entrepreneurship textbooks and what practicing entrepreneurs are actually doing on the other. Further, the authors identify activities that entrepreneurs are doing and for which there is strong evidence of their importance for entrepreneurial success but which are not covered adequately in textbooks, as well as important activities covered in textbooks that entrepreneurs are not engaging in.

Specifically, the authors note a potential overemphasis on "research and plan writing" (especially the focus on plan writing as a linear process) in the textbooks/classroom coverage, compared to an emphasis on actions and doing things among active entrepreneurs. This can be evaluated in different ways: Perhaps the entrepreneurs are by nature too focused on getting things done and would benefit from additional planning, or perhaps textbook authors and classroom professors are too focused on things they know how to do (i.e., write plans) and do not sufficiently acknowledge the activity orientation of people who become entrepreneurs. Either way, the disconnect doesn't seem to serve the practice community well and can contribute to the sense that the classroom doesn't relate to practice. Such a view would be in error in many ways because there are many topics emphasized in entrepreneurship textbooks that entrepreneurs would benefit from learning more about. Even so, this article highlights for us the importance of the bidirectional linkage of research/teaching and practice—the lab and classroom have to respond to the field, and the field benefits from what comes from the lab and classroom.

We touched on an Academy of Management journal this time and hope SIOP's leaders won't object too much. Next issue, we'll report on some sessions from the Academy of Management conference in Anaheim that exemplify the focus of this column. In the meantime, feel free to send us suggestions of topics or articles to highlight for our readers. As always, reach Marcus at marcus.dickson@wayne.edu and Jamie at jmadigan@ameren.com.

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Industrial-Organizational Psychology Perspectives of Business School Faculty Positions

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Many industrial-organizational psychologists who are interested in academia choose to work in business schools instead of psychology departments. This has long been a trend. As **Scott Highhouse** reported in the July 2008 issue of *TIP*, the first *TIP* printed in June 1964 contained an article about the movement of academics from psychology departments to business schools. There are good reasons why many academics choose to work in business schools. Thus, I wish to devote this column to providing insight and advice to those who are interested in positions in business schools. I want to thank my friend Mikki Hebl at Rice University for suggesting this topic; I think that it is an excellent topic.

I contacted five academics in business schools to gain their perspective. I chose a wide range of individuals to gain a diverse perspective. I asked each of them to respond to five questions (see below). **Michael Burke**, Lawrence Martin Chair in Business in Tulane's Freeman School of Business; **John Donovan**, associate professor of Management and Human Resources at Rider University; **Wendy Becker**, associate professor of Management, John L. Grove College of Business, Shippensburg University; **S. Douglas Pugh**, associate professor of Management in the Belk College of Business at the University of North Carolina at Charlotte; and **David Woehr**, professor of Management at the University of Tennessee were kind enough to answer to my questions. Their responses are below:

What do you think is the most positive aspect of being a faculty member in a business school versus in a psychology department?

Michael Burke: In my experience in both psychology departments and business schools there are trade-offs, but I do not view the differences between working in a psychology department or business school as more or less positive. For instance, on a daily basis in the business school, I enjoy working with and learning from colleagues in a more diverse set of disciplines and specialties than one will find in a psychology department. Often, I will attend talks on topics in domains such as consumer behavior or strategic management given by sociologists, economists, and anthropologists, which will cause me to think differently about problems and issues that we face as industrial-organizational psychologists.

Another positive feature of working in a business school is the relative (in comparison to psychology departments) lack of pressure to pursue grants for the simple sake of having a grant as an indirect revenue source.

Finally, in a relative sense, compensation has tended to be higher in the business schools versus psychology departments that I have worked in, but the trade-off is that I have sometimes had to teach less desirable courses.

John Donovan: One aspect of teaching in a business school that I enjoy quite a bit is the applied focus that students bring to their coursework. Students come to class looking to move beyond learning definitions, concepts, and theories and want to understand how the course material can be applied to their own careers or work roles. In many cases, this creates a level of motivation in the students that isn't present when they are simply trying to memorize definitions or concepts for an exam.

Wendy Becker: Besides the dramatic compensation differences, faculty teaching in MBA and business PhD programs have ready access to students working in public- and private-sector organizations with real problems; opportunities for collaborative partnerships in these data-rich settings are a distinct advantage. As an example, an executive MBA student invited me into the state forensic crime lab and (several projects and a book later) I still have not found my way out!

Doug Pugh: I hate to sound so shallow, but money is probably the first and most obvious thing that comes to mind. When I moved to a business school my salary took a big jump, and that was important as my wife and I were having our first child and buying our first house. Beyond salary, travel and other resource support is also much better. Another benefit is that you're much more immersed in the broader context of business organizations. You now have colleagues from marketing, finance, accounting, and economics. You learn to talk their language and see how what you do fits into the larger picture of organizations in general. You start doing things like reading the *Wall Street Journal* so that you can better speak to your students and other faculty.

You are in much less of a silo than when in psychology.

David Woehr: There are a number of positive aspects of being in a business school. The availability of resources is typically much better. General operating resources tend to be better: more money for travel, student funding, and starting salaries. Another positive aspect is access to the local business community. It's been my experience that organizations looking for potential consultants, collaborators, and so forth look to business schools. Very few know enough to look to psychology departments. Finally, another aspect that might be both positive and negative is the availability of extra service pay teaching opportunities. Most business schools are heavily involved in executive education. So there are opportunities for faculty to participate in these programs, often for extra service pay. The down side is that these opportunities tend to turn the focus off of research activities.

What do you think is the most negative aspect of being a faculty member in a business school versus in a psychology department?

Michael Burke: In my experience, the trade-off has been on the research side, where my colleagues' research interests have tended to be more removed from my specific research interests. As a result, most of my research collaborators come from departments outside of the business school.

John Donovan: This might seem strange given my previous answer, but one negative aspect of teaching in a business school is that some students approach their classes with *too much* of an applied focus. These students plan to pursue a career in business and simply want their professors to tell them the "correct" way to do something (e.g., the one method of hiring workers that works in every situation and *guarantees* success), without having any interest in understanding why a given approach may or may not work. The goal for these students seems to be to assemble all of these answers into an instruction manual of sorts that describes how to succeed in the business world. The end result is that these students tend to get frustrated and lose interest when they realize that there isn't always going to be a single, best approach to a given situation and that there are no clear "right" answers for some topics.

Wendy Becker: Moving too far away from our psychology core; unless we (business-school faculty) stay active in the discipline of psychology at SIOP, APA, APS, and regional psychology professional groups, competing demands tend to pull us away. business-school colleagues may not recognize or value our I-O journals, conferences, member associations, or professional licenses.

Doug Pugh: Finding that other colleagues may not understand and/or respect what you do. It's not uncommon to have business schools dominated by economics and finance types, with management afforded somewhat lower levels of respect, resources, and so on. So having to work hard to explain and justify what you do can be a negative.

David Woehr: I think the most negative aspect is the lack of colleagues with a similar training background. Within a psychology department there is a common background based on the history of the discipline and an emphasis on the scientific method, measurement, and research. This shapes our values, language, and so on. I think I-O psychologists tend to take this for granted. However, this common background doesn't exist in business schools. So, there's a lot more diversity in terms of disciplines, values, and expectations. This diversity isn't always bad, but it does tend to make things more difficult.

Most I-O psychologists are trained in psychology departments and have psychology faculty as role models. What do you think would surprise a new hire with an I-O psychology background the most when starting a position in a business school?

Michael Burke: Perhaps the biggest surprise or challenge would be communicating information in the class to business students, especially at the

MBA level. As I-O psychologists, we are trained to focus and communicate more on "why" interventions work or "why" relationships exists between variables; whereas, business school students are more interested in how to implement or use the tools and procedures that we study. As such, business students are more "case" focused, and teaching in this manner may be a needed adjustment for someone trained as an I-O psychologist.

John Donovan: One of the biggest surprises that I-O psychologists may encounter is that not everyone at these schools recognizes the enormous amount of overlap that exists between I-O psychology and traditional business school programs (e.g., human resource management, management, organizational behavior). Colleagues with I-O backgrounds now working at business schools have indicated that in their business programs, I-O psychology-related conferences, and journals are viewed by some business faculty as "nonbusiness" and therefore not appropriate outlets for the scholarly activities of business school faculty (c.f., **Tim Judge**'s 2003 *TIP* article "Marginalizing the *Journal of Applied Psychology*?"). This would likely be surprising to new hires with an I-O background, especially given that many of the I-O psychology journals (e.g., *Journal of Applied Psychology*) and conferences (e.g., SIOP) are heavily populated with research by individuals in business schools. Fortunately, I think that business schools today are becoming more open to the value and relevance I-O psychology for their academic programs.

Wendy Becker: You will find that as an I-O psychologist, you have much to offer—you will survive and thrive in a business school. At its heart, teaching management and organizational behavior is similar to and builds upon your knowledge base in selection, performance, motivation, leadership. Your training in psychology will serve you well.

Doug Pugh: First, many truths you view as self evident may not be shared by your colleagues. For example, you might find yourself having to justify why *JAP* is a good journal. You might find yourself having to justify your use of regression to test ideas like mediation and moderation (rather than using the techniques of econometrics).

David Woehr: My experience is that the culture and values in a business school are very different than those of a psychology department. Much more emphasis is placed on applied activities, executive education, and interpersonal interactions. For example, at UT our formal evaluation system is based not only on research, teaching, and service but also includes a fourth category "professionalism," which in essence boils down to collegiality.

I-O psychologists compete with business PhDs for positions in business schools. What can I-O psychologists do to increase their chances of being offered a position in a business school?

Michael Burke: In terms of a job at a business school within a research university, do just what the business grad student is doing. That is, occasion-

ally present research at business conferences such as the Academy of Management and work with faculty/other grad students to develop a solid research record in journals that are recognized by business schools. For our field, these journals are the top-tier journals in applied psychology and management. In addition, if possible, attempt to gain teaching experience in survey courses in organizational behavior or human resource management.

John Donovan: One of the most important things that I-O psychologists can do is make sure that they demonstrate (through their application letter, their vita, and their interview) exactly how their degree, coursework, research interests, and teaching interests are aligned with the expectations of faculty in the business school. Business schools may not necessarily see how hiring a psychologist would fit with their goal of improving their academic programs, so the applicant must clearly indicate how the knowledge and skills acquired from their I-O psychology graduate program are relevant and applicable to the activities performed by business faculty. In some instances, this may mean simply changing the terminology used on their application and vita. For example, although business schools may be unsure about how to interpret a teaching interest in "personnel psychology," they will certainly understand a stated interest in "human resource management." In other cases, applicants may need to explain (e.g., in their application letter) exactly how their research interests, teaching interests, and scholarly accomplishments map onto the structure and goals of the business school (and perhaps even AACSB's [Association to Advance Collegiate Schools of Business] accreditation standards). The goal of these activities is to reduce the likelihood that your application is passed over simply because the search committee wasn't sure how your psychology background would fit in with their business program.

Wendy Becker: Volunteer to teach classes for MBAs, executives, and managers. Translate some aspect of your research from micro to macro terms; position it as strategic and grounded in business-specific contexts such as IT, marketing, ethics. Team up with business-school colleagues in research projects by offering your measurement and analytic expertise. Attend the Academy of Management and regional management and OB conferences and publish in and read business journals.

Doug Pugh: Take a more macro perspective on the issues you study, because even within management, which is the discipline where you'll likely be housed, you've got to communicate with colleagues in strategy, entrepreneurship, org. theory, and related areas. You may be doing great research in personality assessment and selection, examining factor structures, conducting validation studies, but your work is going to be much more appealing if you can show its broader organizational impact. Also, publishing in journals that are clearly well respected in business schools (*AMJ, AMR, ASQ, JOM,* etc.) will definitely help your chances.

David Woehr: If I-O psychologists want to compete with business PhDs for positions in business schools, they need to make themselves more like

business PhDs. That is, they need more background with respect to other business disciplines, that is, accounting, finance, and so on. Certainly, more graduate course work from accredited business schools is helpful. And, more applied business experience is helpful.

Any last words of wisdom?

Michael Burke: Avoid working with arrogant asses, as that consideration outweighs all other considerations.

John Donovan: At the risk of being labeled "Master of the Obvious," my suggestion to I-O psychologists looking to work in a business school is to talk to colleagues already working in business schools. Ask questions about their experiences and the pros and cons of being in a business school when deciding if these types of programs are a good fit for you. Once you have decided to apply for a position in a business school, send your vita and application letter to these colleagues to see if it is appropriately framed and consistent with what business schools are looking for. If they have been through the hiring process at their business school, these colleagues might also be able to tell you what the search committee is looking for and indicate any reservations the committee has expressed in the past about hiring someone with a psychology background.

Wendy Becker: (a) Familiarize yourself with the Association to Advance Collegiate Schools of Business (AACSB)—the gold standard of accreditation in business-schools worldwide. For example, I use AACSB's grading criteria to help standardize my evaluations of presentations and writing in all of my classes in the U.S. and Europe—very useful tool. Business-schools are driven by AACSB criteria right now. (b) Take the positive example of business-schools and work alumni lists for resources, funding, research collaborations, and so on. (c) Academic friends of mine (an I-O dual career couple) made early career choices to each concentrate in a different professional domain: one in psychology and one in management. They are BOTH very successful. Each road traveled in I-O offers its own distinct reward.

Doug Pugh: There's a stereotype that the teaching part of being in a business school is a negative, but I've never felt that way. Teaching MBA students is great. It's true that you can't teach them like they're psychologists, but the upside is that you have the opportunity to really increase impact of I-O psychology by exposing practicing managers to our tools, techniques, and philosophies. A good I-O psychologist should be able to take our knowledge base and translate at least some of it into a form that can be useful for nonpsychologists in managing organizations. If you're unable to do that, I'd question how much you embrace the scientist–practitioner ideas that drive our field.

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All Aboard! Navigating the Waters of Professional Ethics

Jenn Lindberg McGinnis, Jane Vignovic, Amy DuVernet, Tara Behrend, Reanna Poncheri, and Clara Hess

It is hard to believe that SIOP 2008 was over 5 months ago! Some of you joined us at the conference for our roundtable discussion on ethical dilemmas encountered by graduate students. During the roundtable, several interesting points were raised, and based on your feedback, we decided to pursue this topic further.

L to R: Amy DuVernet, Reanna Poncheri, Tara Behrend, Clara Hess, Jennifer Lindberg, & Jane Vignovic

In March 2008, we conducted a survey of SIOP Student Affiliates (*N* = 50) regarding their concerns and questions about professional ethics. The results of that survey provided the foundation for the topics we address in this column. There were numerous issues raised on the survey, but a few were frequently mentioned: competence, managing relationships, and research issues. Although this list is not exhaustive, we hope this column provides you with a good starting point to deal with ethical dilemmas in these three areas.

To help us navigate the sometimes turbulent waters of ethics, we enlisted the expertise of **Dr. Rodney L. Lowman**. Dr. Lowman served in the roles of dean and professor of Alliant's California School of Organizational Studies and later became the provost and vice president of Academic Affairs for the university. He is now the president of Lake Superior State University and a professor of psychology there. Dr. Lowman holds a doctoral degree in psychology with specializations in I-O and clinical from Michigan State University. In addition to being a SIOP Fellow, he has published over 100 articles and book chapters, edited two professional journals (including current editorship of *Consulting Psychology Journal: Practice and Research*), made hundreds of professional presentations, and is well known for his work on ethics. Some of you may have read his edited casebook, *The Ethical Practice of Psychology in Organizations*. If not, we suggest you get a copy. This book specifically addresses the work of I-Os and gives us an opportunity to reflect on ethical dilemmas that we may encounter in our work.

Our interview began with a discussion of the biggest ethical dilemmas facing graduate students in I-O. According to Dr. Lowman, the field of knowledge within I-O is greatly expanding, making it increasingly difficult to ensure that one is competent in all aspects of the field; it is difficult to master even a relatively small portion of the field, let alone be an expert in every-

thing. As the field changes and grows, we need to be aware of how those changes affect us as students and professionals. In addition, Dr. Lowman mentioned that many programs do not provide extensive opportunities for students to have supervised experience. According to Dr. Lowman, these experiences are important because they help students “translate issues from broad conceptual understanding to competence in specific areas of practice.” Finally, Dr. Lowman mentioned that ethical applications are a challenge because many I-O programs do not emphasize ethics as much as other applied areas of psychology. Indeed, our informal investigation of 118 doctoral and master’s level I-O programs revealed that at least 53 of these schools (44.9%) did not offer or require courses related to ethics in I-O. Although many I-O programs have limited course offerings on ethics, Dr. Lowman stated, “If your professors aren’t raising these issues, then you as students need to be because you are the ones who are going to have to deal with some of these issues in professional practice.”

We also asked Dr. Lowman for his thoughts on ethical dilemmas that graduate students in I-O may be encountering without realizing. According to Dr. Lowman, there are at least two commonly encountered dilemmas. The first concerns the transition in our field from doing work at the group or organization level to the individual level, such as executive coaching. Many I-O programs have not changed their curricula to match these newer areas of practice. As a result, students may receive limited or no training in an area in which they will subsequently practice. The second issue Dr. Lowman mentioned is that we are not typically trained to think about the social justice implications of our work. For example, do we have an ethical obligation to provide feedback to candidates who go through our selection system but don’t get the job? How, in applied practice, do we best balance the needs of traditionally oppressed groups versus those of the client? Often, there is so much effort focused on the science of our discipline that there aren’t opportunities to think about the implications of our work for other people.

During the remainder of our interview, Dr. Lowman provided us with his advice and expert opinions on questions about competence, managing relationships, and research issues. And now on to our feature presentation....

Competence

How do you know if you are competent? Although it is easy to require psychologists to be competent, it is more difficult to determine what competence means (Kitchener, 2000). Fortunately, there are resources available to help students determine if they are competent in the field of I-O. The American Psychological Association’s (APA’s) *Ethical Principles of Psychologists and Code of Conduct* (hereinafter referred to as the *Ethics Code*; 2002) states that our competence should be based on our education, training, and appropriate experience (Standard 2.01), and we should undertake ongoing efforts

to develop and maintain our competence (Standard 2.03). In addition, SIOP (1994, 1999) has guidelines for education and training in I-O that emphasize the content areas in which we should be competent and the methods that can be used to evaluate competence. Despite these resources, many questions remain. In this column, Dr. Lowman answers questions about competence in both consulting and teaching.

Competence in Consulting

At what point in graduate school is it ethical for graduate students in I-O to begin advertising our professional services? How can graduate students determine the areas in which they are competent enough to consult and the areas in which they are not?

Although "there's no point at which you are magically qualified," Dr. Lowman offered the following suggestions:

1. *Take more than one course or practicum in a particular content area.* As Dr. Lowman noted, "I don't think you can master the content or the practice of most areas with a single course." It is important to have both content and "how to" knowledge (Aguinis & Kraiger, 1997).

2. *Gain supervised experience as a graduate student.* "When you are doing things without the proper credentials, you really need to do that under supervision," said Dr. Lowman. "Someone should oversee your work to make sure you are doing it appropriately and also be available to guide you when ethical or practice issues arise."

3. *Ask others (e.g., advisors, professors) to help you determine your level of competence.* According to Dr. Lowman, "I don't think a determination as to competence and readiness for practice as a student should be made by students on their own before somebody qualified can attest to their competence level." Similarly, most, if not all, graduate programs in I-O require students to pass a comprehensive examination to demonstrate their competence in certain content areas (Aguinis & Kraiger, 1997; SIOP, 1995).

4. *Align what you are able to do professionally and competently with how you present yourself to potential clients*. For example, "If you've seen one coaching client and you're presenting yourself as an experienced executive coach, then first of all, probably no one is going to hire you, and secondly, you are not. You are not experienced and you are probably not competent in that field yet," said Dr. Lowman. Don't misrepresent yourself in your eagerness to get work.

Competence in Teaching

As graduate teaching assistants (TAs), we encounter many difficult and novel situations in which we must use our judgment to determine the best course of action. How can we be fair and reasonable while ensuring that our students are not pulling the wool over our eyes?

“Learning instruction is just like any other professional skill set. It is something that has to be learned over a period of many years,” said Dr. Lowman. He offered the following suggestions:

1. Develop a set of guiding principles. Reflect on what you are trying to accomplish as an instructor and what you believe are fair teaching practices. Use these principles to guide you through difficult or ambiguous situations in the teaching environment.

2. Seek out resources. “Read some of the books that are out there about mastering the art of teaching, particularly those written by psychologists,” said Dr. Lowman. Read Section 7 of the *Ethics Code*, and talk to your peers who are experiencing similar situations.

3. Model the behaviors of others. As Dr. Lowman suggested, “Think about the courses you have had and what you liked and didn’t like about these courses. Try to model the behaviors of the professors you thought were effective.”

4. Learn from past experiences. “You are not going to be perfect at teaching the first time or probably the tenth,” stated Dr. Lowman. Learn from your past teaching experiences and consider what you would do differently in the future.

Managing Relationships

Graduate students in I-O may encounter ethical dilemmas in their relationships with other individuals, including other graduate students, undergraduates, professors, and supervisors (Oberlander & Barnett, 2005). Indeed, multiple-role relationships have been a major source of complaints brought to the APA (Kitchener, 2000) and are discussed throughout the *Ethics Code* (see Standard 3.05). In the section that follows, Dr. Lowman answers questions about ethical dilemmas in two types of relationships: with peers and with employers.

Relationships With Peers

In graduate school, there is often a fine line between providing help to a fellow graduate student and cheating. In what situations is it okay to provide help to a peer and in what situations is it not?

1. Seek clarification. If you are unsure if it would be ethical to provide help to a peer, then seek clarification from your professor. Asking these questions upfront is the key to gaining information about the intended outcomes of that learning experience.

2. Be collaborative. Dr. Lowman suggests that “we ought to be training people not to think that collaboration is necessarily cheating but that it’s part of what is helping you prepare for life.” Ethical collaboration with peers can be excellent preparation for team-based work in organizational contexts. Of course, it is important to consider the kinds of help that peers are asking for, as well as the motivation behind their requests.

3. Go with your gut. "When you feel uncomfortable as a graduate student with requests that you are getting from your peers, that's probably a red flag that you need to stop and ask yourself why you are feeling uncomfortable," said Dr. Lowman. "It may be your subconscious telling you that these requests are more exploitative than benevolent help-seeking."

Relationships With Employers

What advice do you have to help students draw ethical boundaries when they encounter employment situations in which the employer's or client's ethical standards are subpar or follow a different standard than their own?

1. Seek to understand and be understood. "If you think about it, the only ones with the ethical obligations to obey the *Ethics Code* are psychologists or psychologists-in-training, not managers," said Dr. Lowman. "It is therefore incumbent upon psychologists to make clear what their ethical obligations are and to ensure compliance with the *Ethics Code*." Standard 1.03 (Conflicts Between Ethics and Organizational Demands) addresses this issue.

2. Seek a second opinion. "In the early stages of your career, it is hard to remember all aspects of the psychologist's *Ethics Code*," said Dr. Lowman. If you feel uneasy about a client's request, then seek additional opinions from your colleagues, supervisors, or professors before fulfilling the request.

3. Be polite, yet persistent. Dr. Lowman noted, "For many students, most of the people you are going to be dealing with in organizational contexts will be older than you, have more experience than you, and oftentimes hold positions that may be intimidating, so you've got to understand your own authority issues and whether you can stand up to people in a polite but persistent way. Being able to speak truth to power is one of the issues that you have to learn if you are going to be an effective organizational consultant."

Research Issues

Undoubtedly, graduate students may encounter a variety of ethical dilemmas when conducting research. In our survey of 50 SIOP Student Affiliates, at least 39 respondents indicated they were at least moderately concerned about ethical issues encountered when conducting research. Similarly, in a survey completed by 136 SIOP Student Affiliates, several unethical research behaviors were observed with some frequency (e.g., formulating or changing hypothesis after data analysis; Bandelli, Lopez Rivas, & Ottinot, 2006). These findings suggest that graduate students in I-O frequently encounter ethical dilemmas when conducting research. For this column, Dr. Lowman answers questions about two topics: conducting applied research and "fishing." In addition to the suggestions that follow, consult Section 8 of the *Ethics Code* on research and publication.

Conducting Applied Research

As graduate students in I-O, many of us may conduct research through our internships or other employment opportunities. When conducting research in our educational institutions, we must go through the Human Subjects Review Board (HSRB); however, the procedures are less clear when we are conducting research for our employers. What guidelines should we continue to follow when conducting applied research for our employers?

1. Consider the data you are collecting and how it will be used. Do not ask questions about sensitive information in employee attitude surveys if the data are not really necessary. Ensure that the data will not be used for unintended purposes. According to Dr. Lowman, "The misuse of data collected for one purpose and applied later for another is an area where there's ample opportunity for ethical challenges." You should also consider who will own and have access to the data.

2. Be proactive; anticipate the consequences. "It is incumbent upon you to think about ethical issues in research in advance of conducting your studies. Talking about them with a colleague can be one source of assistance," said Dr. Lowman.

3. Create your own advisory committee. If the organization does not have an HSRB of its own, consider forming an advisory committee to help review your research proposals to ensure they are not putting individuals or the company at risk.

"Fishing"

We are told to use statistics to test hypotheses that are formulated beforehand, but it seems that many people go "fishing" for significant results and only write their manuscripts after analyzing their data. As graduate students, what are some ways we can guard against this practice?

1. Ask yourself, "Why am I doing this research?" Identify the purpose of your research upfront. According to Dr. Lowman, "We need good theory, good hypotheses, and the integration of practice and research, but we need these done in a way that is disciplined rather than thrown together." Good research begins with identifying its purpose.

2. Do your homework. "It is not a bad thing to come up with hypotheses that are not supported, provided you have done your homework first," said Dr. Lowman. "If you are forced by the discipline of your profession or professors to make sure you've done a proper job on your proposal, including assuring that your research addresses an important topic that extends what is already known, then hopefully you wouldn't have the latitude to go fishing because you would be anchored to some strong hypotheses that came out of what was already known."

3. Know the literature on your topic. Conduct a proper literature review before designing the research project. As Dr. Lowman indicated, "Oftentimes

people don’t do a very good job of reviewing or knowing the literature.” This can result in studies that do little to advance the knowledge base.

Conclusion

Many of the issues we addressed in this column aren’t unique to graduate students; they’re ethical dilemmas we will face throughout our careers. As Dr. Lowman said, “It is incumbent upon graduate students and professionals within this field to understand that they are the carriers of the ethical responsibilities of the profession. If students and professionals don’t raise the issues that they are concerned about in the context of organizational applications, it is unlikely that anyone else will.” So start now; ask questions and help create a culture that is trained to think about the ethical implications of our work. Learn the *Ethics Code* and the other ethical codes that are relevant to our work (e.g., Academy of Management, Society for Human Resource Management, specific organizations, etc.). In reference to the *Ethics Code*, Dr. Lowman advised, “Read it, understand it, think about it, and think about what you are doing. If you don’t like the *Code*, try to change it.”

We are very appreciative of the time Dr. Lowman gave to helping us navigate such a challenging topic, and we hope you will take his advice and run with it.

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TIP-TOPics Contest Announcement

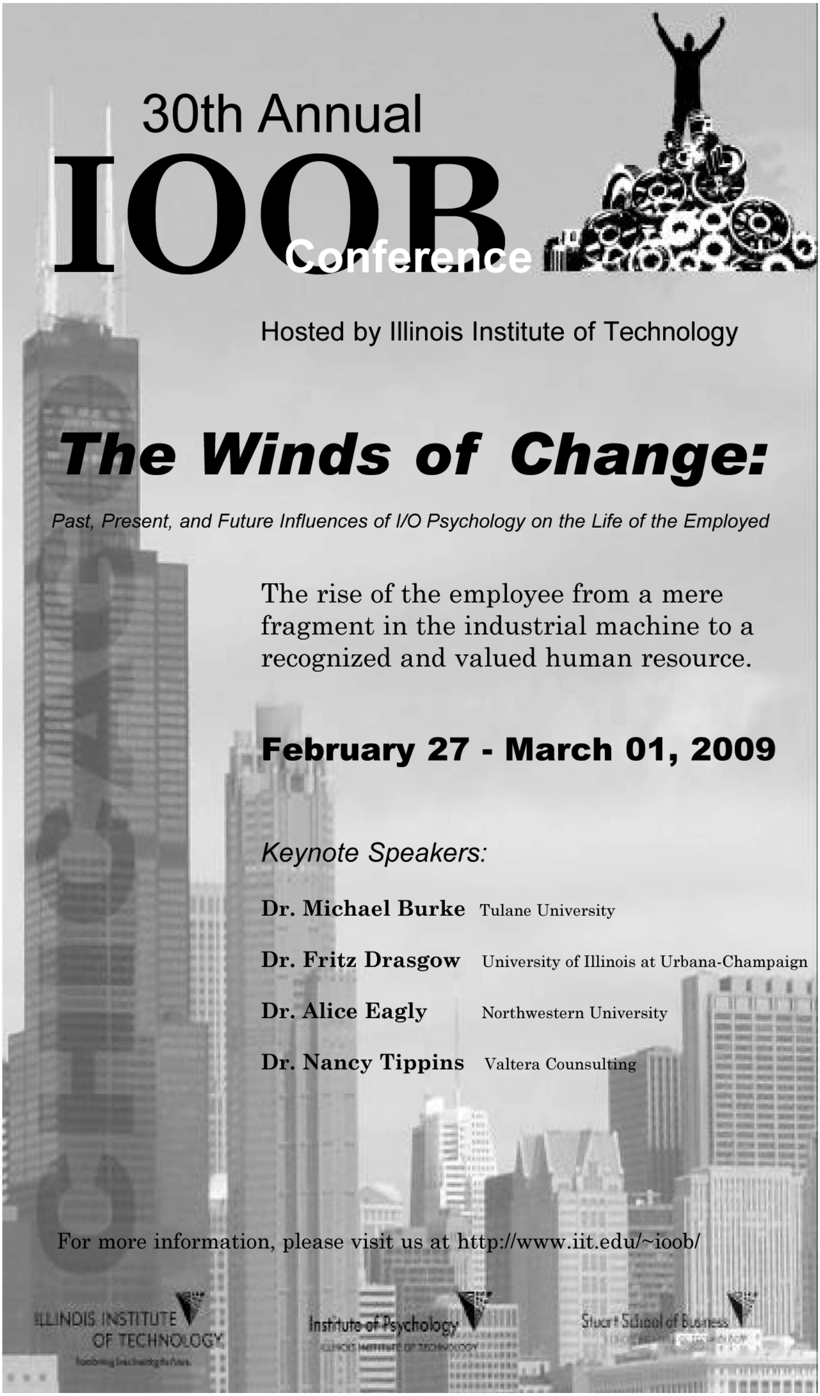
Our 2-year tenure as the editors of **TIP-TOPics for Students** is coming to an end. It's true what they say; time flies when you're having fun! We're beginning the search for the next editor(s) of **TIP-TOPics**. Are you interested? Do you want to share your perspectives with other graduate students? If so, follow the guidelines below to be considered for the **TIP-TOPics** contest that will determine the editorship of the column after we hand over our reins.

Submission guidelines. Your application should take the form of a sample **TIP-TOPics** column, and you should write this column as if it were the first column in your 2-year tenure. The content, style, and structure of the column are your call. Please keep your column to 2,000 words (the typical word limit for **TIP-TOPics** columns), format it according to APA guidelines (i.e., 12-point font and one-inch margins), and include a cover page with the title, **TIP-TOPics for Students,** author name(s) and affiliation(s) under the title, and contact information (e.g., e-mail address for each author, phone number, fax number, and physical address). A blind review process will be used to select the next editor(s), so please affix a five-digit number to the top right corner of all the pages in your submission, including the cover page. Do not include identifying information anywhere except the cover page. Please also delete identifying information from the document properties.

Everyone whose name appears on the contest entry must have their faculty advisor send an electronic letter of recommendation (e-mail or Word document) directly to current *TIP* Editor **Wendy Becker** (wbecker@siop.org) by the submission deadline.

Other important information. Submissions to the **TIP-TOPics** contest may be from a single individual or a group, and groups may be made up of people from the same school or different schools; however, you must be current Student Affiliates of SIOP in good standing when the recommendation letters are submitted, so please be sure to pay or renew your SIOP dues. The new **TIP-TOPics** columnist(s) will have a 2-year tenure beginning with the July 2009 issue and ending with the April 2011 issue. You must be a graduate student throughout your tenure; thus, all contestants should be at least 2 years from graduation.

Submission information. Please send all submissions electronically (i.e., Word document or text file) to tiptopics@gmail.com with the subject line: **TIP-TOPics** contest. Submissions are due by **Feb 1, 2009,** but we encourage early submissions. We will review the submissions then forward them to *TIP* Editor, Wendy Becker, who will make the final selection. If you have any questions about the **TIP-TOPics for Students** column or this contest, please e-mail us at tiptopics@gmail.com.



30th Annual
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The Winds of Change:
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ILLINOIS INSTITUTE OF TECHNOLOGY
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Editor,

At 73 the future of my chosen field seems further from my grasp, but still caring and worrying about it I feel compelled now and then to speak out. This is another one of those times, occasioned by the July 2008 issue of *TIP*, specifically the message by the SIOP president, **Gary Latham**, and the 2008 SIOP keynote address by Anthony J. Rucci.

I'll begin with Latham's message. He emphatically claims that economics knows less than our field does about certain subjects. Please look over your shoulder Latham, not for traditional economics but for the new kind (see, e.g., Frey & Stutzer, 2007; Roberts, 2004) that may be overtaking us. Robert's book clearly shows the broadening and new grasp his field has of the modern firm.

Wanting to enhance the visibility of our field, Latham is leading efforts to collaborate with such kindred associations as SHRM, EAWOP, and Division 1 of IAPP. I applaud these efforts, but they are barely a start in my opinion. Although he is impressed by the membership strength of SHRM that apparently lets it get a nod from Congress, I regret to say I've been unimpressed for decades by what seems to me to be the minimal role and minor influence of the human resource profession in big business. I've tracked a history of CEOs and other senior managers saying one thing and doing another about their employees. I'm sure SHRM knows it's pushing up a "glass ceiling" so to speak, and I don't mean to demean the efforts of this association.

I would suggest that Latham and SIOP drastically broaden the collaborative efforts by taking the lead in seeking to create a "federation of organizational scientists and practitioners" that might in the long run enhance not just the visibility inside and outside the federation but, far more importantly, enhance immeasurably the actual value to organizations and society that would be contributed by the work of flexible networks of individual and organizational members within the federation. The broadest conception possible of what organizations mean should guide the composition of the federation. Organizations are nothing if not political, sociological, economical, historical, anthropological, and psychological entities (I would also add that institutions are organizations also and thus legislative, executive, and judiciary bodies should absolutely be included in the mix; indeed, "politics-as-usual" plus the politicized judiciary are much to blame, I contend, for the incestuous relationship our government has with big business and for the individual and social harm that relationship causes).

If the idea of a federation looks promising, I would then suggest running, not walking, to organize the federation, probably starting with overtures to political scientists and economists to test the waters.

I'll close with a brief comment on Rucci's suggestion that our field's core purpose be "to enhance the dignity and performance of human beings, and the organizations they work in, by advancing the science and knowledge of human behavior." Although I won't quibble with the first clause, and although I wholeheartedly agree with him on his idea of organizational performance being that of "value creation" in its broadest sense, the second clause made me cringe. When I read it my reaction was, "good grief, haven't we gone way beyond Skinner?" For our field to have a viable, value-creating future, I think we've got to raise the sizeable anchor from our past and explore a sea of possibilities.

Gary B. Brumback,
Palm Coast, FL

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Editor,

This letter is in response to Lois Tetrick's speech at this year's conference and the collection of articles in the July 2008 *TIP*.

I-O Has Turned Into HR

Dr. Tetrick stated that a major goal was for SIOP to be the premier association for I-O psychologists. At the time, I was puzzled by her statement, but then I "got" it. Quite simply put, I-O turned into an HR degree and our profession has been devalued because of it.

There is much bemoaning of the fact that I-O isn't visible; this problem is related to the lack of differentiation between HR and how I-O psychology is currently practiced and marketed. HR is only one application of I-O. However, if we limit ourselves to HR, then it makes sense to be a member of SHRM and not SIOP. Furthermore, one could argue that it makes more sense to be SHRM-certified than to get an I-O degree. A "talent manager" might be an I-O psychologist or someone who is *just* SHRM-certified.

Lack of Preparation

Why do economists, attorneys, and MBAs seem to get called upon more frequently than we do? First, I-Os are working as "management consultants"

because restrictions placed upon the use of *psychologist*; SIOP should aggressively lobby for an I-O exemption in every state. The second answer to this question is a lack of perceived relevance by business leaders. I-O programs should include a single course that would provide a basic foundation in consulting skills (e.g., how to work with clients, business development, the basics of running a business), business knowledge (e.g., understanding financial metrics, marketing, legal entities, etc.) and business law (e.g., basic employment and labor relations). The goal of such a course would be to enable us to make our I-O solutions appear more creditable to business leaders who are experts in these areas.

The "Big" Picture

Once we are adequately prepared for the global landscape of business, we then need to continue to think of new ways to apply I-O psychology while we embrace diversity. Ultimately, the quest for visibility rests upon us being relevant. We need to stop pretending to be HR professionals and start thinking of HR as one application of our talents. In fact, a new definition of I-O psychology is needed. It should no longer be viewed as the principles of psychology applied to work.

For me, industrial-organizational psychology is the principles of psychology applied to work and organizations, recognizing that not all work is paid labor and not all organizations have employees or engage in commerce.

I would also add *industry* to the definition. Currently there is a lot of fuss about behavioral economics and the effects of human behavior on "markets"; we should be involved in this discussion because I-O psychologists can help business leaders better understand industry dynamics because, after all, an industry is simply a collection of related and similarly situated organizations.

In closing, I-O psychology has to figure out how to:

- Differentiate itself from HR and
- Be relevant.

Romella J. McNeil, PhD

Further Reading

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Join Us in New Orleans for SIOP's 24th Annual Conference

John C. Scott
APT, Inc.

Julie B. Olson-Buchanan
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By the time you read this article, the review process for the 2009 annual conference will be underway. We look forward to seeing you all again in the Crescent City and wanted to share a few of the conference highlights that are already in the works.

Theme Tracks

As you will recall from last year's conference, theme tracks were introduced as part of the new 3-day format and opened to wide acclaim. These theme tracks, which are essentially individual conferences within a conference, reflect a cutting-edge topic or trend and are designed to appeal to all SIOP conference attendees regardless of whether you work in an applied setting or academia. For each theme there will be multiple integrated sessions (e.g., invited speakers, debates) scheduled back-to-back throughout the day. This year's theme tracks are guaranteed to bring out the crowds, and as an added bonus, continuing education credits will be offered for participation in the full track. (Check your program or the SIOP Web site in early 2009 for complete information.)

- ***Thursday Theme: I-O Psychologists as the Vanguard of Evidence-Based Management.*** Evidence-based management (EBMgt) is receiving increasing attention in the media, popular press, and select industry sectors. EBMgt means making managerial decisions and implementing organizational practices informed by the best available behavioral science evidence. Contemporary managers make limited, if any, use of the broad and deep I-O psychology evidence base when making human resource decisions—from recruitment and performance management to engagement and team building. This theme track will be designed to highlight the role that I-O psychologists can play in promoting EBMgt in our practice, teaching, and research. We will leverage thought leaders, researchers, and practitioners to shape a vision for promoting better uptake of research, identify and address obstacles to closing the research–practice gap, and develop a model of intervention that capitalizes on and strengthens the ties between researchers and practitioners.
- ***Saturday Theme: The Role of I-O Psychologists in Corporate Social Responsibility.*** Many organizations wrestle with how to embed corporate social responsibility/sustainability (CSR) into their business, how to measure its impact, and the rationale for sustaining it as a business priority. Whether through "push" or "pull" factors or both, many organizations today perceive a mandate to focus on CSR. Although in some organiza-

tions CSR has been conceptually adopted, execution may fall short of expectations. In other organizations, CSR has been incorporated into the fabric of the business with clearly articulated benefits. This theme track will feature prominent decision makers, researchers, and practitioners who will articulate their perspectives on the role of business in society and highlight the part that I-O psychologists can play in driving CSR within global, multinational, and single-nation organizations. The theoretical underpinnings, research applications, and obstacles to successful implementation of CSR will be fully explored through a variety of presentation formats.

It is important to note that each theme track we will be running concurrently with our excellent, peer-reviewed sessions.

Featured Posters

The featured poster session continues to be a hit. We will once again showcase the top 20 rated posters at an evening all-conference reception. Come view some of the best submissions to the conference while sipping drinks in a relaxed atmosphere with the presenters.

Remarkable Friday Seminars!

The Friday Seminars continue to add significant value to the SIOP conference experience. These invited sessions focus on cutting-edge topics that are presented by prominent thought leaders. The Friday Seminars offer CE credits and require advance registration and an additional fee. Please see the separate article by Russell Johnson describing the '09 Friday Seminars.

Master Collaboration Session

Collaboration between researchers and practitioners is critical for informing organizational practice and advancing our theories. In an effort to underscore the importance of this interaction between science and practice, we have assembled a leading researcher and a leading practitioner to inaugurate SIOP's Master Collaboration series. We are quite fortunate to have **Scott Tannenbaum** and **John Mathieu** as this year's featured presenters, discussing lessons from collaborative work on team composition and development. Please look for this important session in your program.

Friday Invited Addresses

We will have two keynote speakers on Friday: Dr. Peter Gollwitzer, professor of Psychology at NYU, whose research spans social psychology, cognition and perception, neuropsychology, and I-O psychology, will be discussing the question of how goals and plans affect cognition and behavior; Our second keynote is a surprise guest who will round out the day in grand fashion for us.

Concurrent Sessions

We will have hundreds of peer-reviewed sessions addressing I-O psychology research, practice, theory, and teaching-oriented content. These sessions will be presented in a variety of formats including symposia/forums, roundtable/conversation hours, panel discussions, posters, debates, and master tutorials. In addition, we will have addresses from our SIOP award winners, key committee reports, and an update from the fall consortium on executive coaching.

Communities of Interest (COI) sessions

We will have 12 outstanding Community of Interest (COI) sessions. These are sessions designed to create new communities around common themes or interests. These sessions have no chair, presenters, or discussant. Instead, they are informally moderated by one or two facilitators. These are great sessions to attend if you would like to (a) meet potential collaborators, (b) generate new ideas, (c) have stimulating conversations, (d) meet some new friends with common interests, and (e) develop an informal network with other like-minded SIOP members. Topics for this year's COI sessions include:

- P–E/P–O/P–J fit
- Corporate social responsibility
- Bridging the science–practice gap
- Occupational health in organizations
- Evidence-based management
- Leadership talent management
- Test development and validation
- Executive assessment
- Executive coaching
- Women's issues in I-O psychology
- Issues in multilevel research
- Work–family interface

Closing Address and Finale Reception

In addition to the conference opening with its traditional plenary address, the conference will close this year on Saturday afternoon with a special invited address (to be announced). Don't miss this opportunity for all of us to come together in one place and hear an exciting talk that will close out the conference with a bang! After the address, we'll head into a special evening reception where you can taste a wide variety of New Orleans food specialties and listen to the hottest New Orleans band, the Bucktown All-Stars. You won't want to miss it!

No More Overheads!

As of last year, we have eliminated overhead projectors in the rooms. We'll be reminding you of this in several places over the next few months, so make sure you come prepared.

Other Notes About the New Orleans Conference

The Sheraton New Orleans Hotel is at the heart of the Big Easy. Exit the hotel's front doors, cross historic Canal Street, and you're in the French Quarter, home to famous restaurants and nightclubs, live music, fantastic shopping, museums and historic sites, unique architecture and a one-of-a-kind, spirited atmosphere. Also within walking distance, you'll find the Aquarium of Americas and the IMAX Theatre, the National D-Day Museum, and such popular shopping destinations as Canal Place, Riverwalk Marketplace, and JAX Brewery. See the SIOP Web site for details on making your reservations.

Volunteer Activities

We are coordinating several volunteer activities for SIOP members to engage in during the conference, with the potential for activities the day before and/or the day after the conference. A combination of on-site and off-site activities will be available that will use your I-O talents and some of your other skills as well. The activities and sign-up procedures will be further described through the SIOP Web site and newsletter.

SIOP 2009 Friday Seminars

Russell E. Johnson
University of South Florida

On behalf of the Friday Seminars Committee (**Daisy Chang, Glenda Fisk, Hock-Peng Sin,** and **Chris Rosen**), I am pleased to announce the line-up for the Friday Seminars that will be offered at the SIOP 2009 conference in New Orleans. The Friday Seminars continue to add significant value to the SIOP conference experience by providing in-depth explorations of cutting-edge topics and methodological issues that are of interest to academics and practitioners. These seminars offer CE credits and require advance registration and an additional fee.

This year's topics and expert speakers are listed below. Additional information regarding these sessions will be available in the January *TIP*. If you have any questions, please contact me at rjohnson@cas.usf.edu.

Personality and Selection
Deniz Ones, University of Minnesota; **Shelley Spilberg**, California Commission on POST.

Occupational Health & Safety
Lois Tetrick, George Mason University; **Leslie Hammer,** Portland State University; **Robert Sinclair,** Clemson University.

HR Metrics
Wayne Cascio, University of Colorado Denver.

Social Network Methods & Analyses
Jon Johnson, University of Arkansas; Giuseppe Labianca, University of Kentucky.

Preconference Workshops for SIOP 2009

Suzanne Tsacoumis
Human Resources Research Organization (HumRRO)

Mark your calendars for Wednesday, April 1, 2009 to ensure your attendance at the SIOP preconference workshops at the Sheraton New Orleans. The Workshop Committee has identified a diverse selection of current and timely topics to offer this year. A glimpse is provided below:

Communicating Organizational Strategy to Employees: Building Buy-In and Fostering Involvement. Heidi Keller-Glaze, ICF International; Courtney Partlow, ICF International; Terry McKenzie, Sun Microsystems. Coordinator: Margaret Barton, U.S. Office of Personnel Management.

Reliability, Ratings, and Reality: Oh My! Dan Putka, HumRRO; James LeBreton, Purdue University. Coordinator: Mindy Bergman, Texas A&M University.

Development in Place: Leveraging the Other 90% of Your Organization's Talent. Cynthia McCauley, Center for Creative Leadership; Paul Yost, Seattle Pacific University. Coordinator: Wanda Campbell, Edison Electric Institute.

The Future of HR Metrics: It's a Brave New World. Jay Jamrog, Institute for Corporate Productivity; Mary Ann Downey, Institute for Corporate Productivity. Coordinator: Linda Carr, Sun Microsystems.

Analyzing Survey Data: Choosing the Method and Message That Best Answers the Question. William H. Macey, Valtera Corporation; David A. Futrell, Eli Lilly and Company; Scott A. Young, Valtera Corporation. Coordinator: Robert Gibby, Procter and Gamble.

O*NET Products and Tools: What's New and What's Useful for Your Research and Practice. Dave Rivkin, National Center for O*NET Development; Phil Lewis, National Center for O*NET Development; Ken Pearlman, Independent Consultant. Coordinator: Tom Giberson, Oakland University.

Is That Really Any of Your Business? Privacy in the Workplace. Donald L. Zink, Personnel Management Decisions. Coordinator: Amy Grubb, Federal Bureau of Investigations.

Diversity, Complexity, Uncertainty…Managing Them as Both Leadership and Change Challenges. Steve Krupp, Oliver Wyman. Coordinator: John Howes, Nike.

Preparing to Play Defense: Litigation Fundamentals and Statistical Analyses. Tony P. Rosenstein, Baker Botts, LLP; Joan Haworth, ERS Group. Coordinator: S. Morton McPhail, Valtera Corporation.

Selection of First-Line Supervisors: What We Know. Nancy Tippins, Valtera Corporation. Coordinator: Tim McGonigle, SRA International.

Exploring New Frontiers in Test Security: Approaches for Protecting Your Testing Program. Monica A. Hemingway, Starwood Hotels and Resorts Worldwide, Inc.; Eugene Burke, SHL Group Limited; Dennis Maynes, Caveon Test Security. Coordinator: Liberty Munson, Microsoft Corporation.

Evidence-Based Approaches to Training Teams. David Baker, Carilion Clinic; Eduardo Salas, University of Central Florida; Becky Beard, The Group for Organizational Effectiveness. Coordinator: Dwayne Norris, American Institutes for Research.

Managing I and O Work in a Union Environment: Lessons of Experience. Jerry Kehoe, Selection and Assessment Consulting; Lee Sanborn, Ford Motor Co. (retired); Joseph Gafa, United Auto Workers (retired). Coordinator: Deborah Whetzel, HumRRO.

The Psychology of Executive Coaching: Best Practices in Accelerating Learning. David B. Peterson, Personnel Decisions International. Coordinator: Kate Zimberg, Microsoft Corporation.

As illustrated, you can expect a broad range of professional development opportunities in the upcoming workshops. And there may be another topic or two still to come. But remember, you can only choose two! Please look for the workshop descriptions and presenters' biographical sketches in the preconference announcement and on the SIOP Web site during registration in January. And don't forget—the workshops are on Wednesday again this year!

See you there!

The 2008–2009 Workshop Committee consists of:

Margaret Barton
Mindy Bergman
Wanda Campbell
Linda Carr
Robin Cohen, Chair-in-Training
Robert Gibby
Tom Giberson
Amy Grubb
John Howes
Tim McGonigle
S. Morton McPhail
Liberty Munson
Dwayne Norris
Bill Strickland
Suzanne Tsacoumis, Chair
Deborah Whetzel
Kate Zimberg

Resources for Research, Teaching, and Practice: How SIOP Members Can Benefit From the SHRM Foundation

Howard J. Klein
The Ohio State University

Beth McFarland
SHRM Foundation

The SHRM Foundation is a hidden gem for most I-O psychologists. It offers a wealth of valuable information and resources, but its existence, let alone its offerings, are not widely known. **Gary Latham**, SIOP president and Society for Human Resource Management (SHRM) Board member, suggested this article as a way to help make the SHRM Foundation a less well-kept secret. The SHRM Foundation is a nonprofit affiliate (a 501(c)(3)) of SHRM. The SHRM Foundation is a separate but related entity from SHRM with its own board of directors. The Foundation board is made up of a mix of academics and practitioners and currently includes several SIOP Members and Fellows (**Wayne F. Cascio, Lawrence Fogli,** Howard J. Klein**, Frederick P. Morgeson, William A. Schiemann**), with a trio of SIOP Fellows set to join the board next year (**Richard J. Klimoski, M. Susan Taylor,** and **Denise M. Rousseau**).

The make-up of the SHRM Foundation Board reflects a goal shared by SIOP and the SHRM Foundation—to advance both science and practice. The mission of the SHRM Foundation is to maximize the impact of the HR profession on organizational decision making and performance by promoting innovation, education, research, and the use of research-based knowledge. A brief summary of some of the resources the SHRM Foundation offers is provided below. Additional information on these resources is available on the SHRM Foundation Web site (www.shrm.org/foundation). SHRM itself also offers many benefits to SIOP members (e.g., the teaching resources developed and available free of charge under their academic initiative), and you are encouraged to explore those extensive materials and initiatives as well.

Research grants. The SHRM Foundation funds original research that advances the HR profession. These grants are for rigorous research aimed at an academic audience (i.e., publishable in top research journals) but with clear, direct implications for practice (i.e., a research translation would provide valuable, actionable insights for HR professionals). Grant applications for up to $200,000 per project are competitively reviewed three times annually, with the submission deadlines in mid December, April, and August. The Foundation funded more than $560,000 in research grants in 2007 and is on track to fund over $750,000 in 2008. Over the past 12 years, SHRM Foundation funded research has resulted in over 130 published articles with the majority appearing in *Academy of Management Journal, Human Resource Management, Journal of Applied Psychology*, and *Personnel Psychology.* The Foundation also occasionally sponsors contract research and, in 2007, the Foundation completed a major research initiative to identify the top

human capital challenges facing C-suite executives. To view the results of this project and to learn more about the Foundation's research grants, select "Research" on the SHRM Foundation Web site.

Awards and scholarships. The SHRM Foundation, in partnership with the HR Division of the Academy of Management, offers four annual dissertation awards of $5,000 each to promising doctoral students. In addition, the Foundation awards $50,000 in scholarships to SHRM student members and another $100,000 in scholarships, underwritten by the J. J. Keller Foundation, to professional SHRM members. Finally, the SHRM Foundation is a major contributor to and is involved in the selection of the Michael R. Losey Human Resource Research Award, a $50,000 award given annually to recognize a premier HR researcher for significant past accomplishment and to facilitate continuing contributions. For more information on these opportunities, for yourself, a colleague, or your students, click on "Awards & Scholarships" on the SHRM Foundation Web site.

Effective practice guidelines. The SHRM Foundation publishes this report series aimed at making research-based knowledge accessible to HR practitioners, general managers, and students. There are now six reports in the series including the most recent, *Retaining Talent*, released this year. The authors of these reports, several of whom are SIOP members, distill the relevant research findings and expert opinions on a topic into specific advice on how to conduct effective HR practice. The complete series of reports is available for free download on the SHRM Foundation Web site under "SHRM Foundation Products."

DVD series. The SHRM Foundation annually produces and distributes a DVD that provides real-world case studies facilitated by **Wayne Casio** on topics such as strategic HR, managing talent, ethics, trust, succession planning, and leadership development. The DVD series includes interviews with top executives at Sysco, Yahoo, Lockheed Martin, Starbucks, and 3M. The DVDs are available free of charge from the SHRM Foundation (and distributed at the SIOP and Academy of Management conferences). Downloadable discussion guides and supplementary slide presentations are also available for workshop or classroom use. Select "SHRM Foundation Products" on the Foundation Web site for more information.

Like SIOP, the SHRM Foundation operates on a small staff and depends heavily on volunteers. Examples of ways you can become involved with the SHRM Foundation include assisting in the reviewing of grant proposals, reviewing the content of the *Effective Practice Guidelines* reports and other projects. In addition, the SHRM Foundation hires subject matter experts to write its *Effective Practice Guidelines* reports. To indicate your interest in these and other opportunities, please complete and submit the "Get Involved Form" available on the SHRM Foundation Web site. Of course, in addition to volunteering your time and expertise, the SHRM Foundation would also welcome your tax-deductible donations (in addition to, not at the expense of, your donations to the SIOP Foundation!). Please visit the SHRM Foundation Web site (www.shrm.org/foundation) to learn more.

The SHRM Foundation—Investing in the Future of HR.

2008 SIOP Fun Run Results

Paul Sackett

Over 120 dedicated folks roused themselves very early for the 16th SIOP Fun Run. **Kevin Williams** found us a breathtakingly beautiful 3 mile course along the San Francisco Bay with great views of the Golden Gate Bridge. **Stephen Murphy** and **Deb Powell** defended their men's and women's titles, and the University of Minnesota-Twin Cities again won the team competition. Join us next year in New Orleans!

Top 10 Men

Name	Overall Place	Time
Stephen Murphy	1	16:00
Benjamin Baran	2	17:56
Ian Newcombe	3	17:56
Filip Lievens	4	18:01
R. Scott Livengood	5	18:12
Stephen Risavy	6	18:18
Sean Robson	7	18:23
Adib Birkland	8	18:50
Levi Nieminen	9	18:56
Michael Cullen	10	19:15

Top 10 Women

Name	Overall Place	Time
Deborah Powell	12	19:45
Katherine Wiegand	15	20:44
Nicole Bourdeau	20	21:19
Crista Rogers	21	21:23
Mahlia Matsch	23	21:39
Brittany Schoessow	25	21:46
Jessica Gertz	27	21:52
Deborah Gebhardt	30	22:20
Tara Rench	37	23:25
Holly Shalhoop	38	23:35

Age Group Winners

Women 20-29		Men 20-29	
Nicole Bourdeau	21:19	Benjamin Baran	17:56
Crista Rogers	21:23	Stephen Risavy	18:18
Mahlia Matsch	21:39	Adib Birkland	18:50

Women 30-39

Deborah Powell	19:45
Katherine Wiegand	20:44
Gwenith Fisher	24:46

Men 30-39

Stephen Murphy	16:00
Ian Newcombe	17:56
Filip Lievens	18:01

Women 40-49

Margaret Barton	24:57
Margaret Diddams	26:28
Lynn Bartels	26:35

Men 40-49

Michael Cullen	19:15
Douglas Reynolds	21:45
Bruce Yost	21:47

Men 50-59

Kristofer Fenlason	22:48
Peter Macqueen	23:58
Michael Campion	24:56

Women 60-69

Deborah Gebhardt	22:20
Beryl Hesketh	30:46

Men 60-69

M. Peter Scontrino	26:11
Jack Smith	29:18
Larry Hopkins	29:26

Team Results

1. University of Minnesota (Adib Birkland, Nathan Kuncel, Tom Kiger, Adam Beatty): 83:13

2. UNC-Charlotte (Benjamin Baran, Erin Jedlikowski, Brett Agypt, Heather Duxbury): 92:25

3. Auburn University (Daly Vaughn, Adrian Thomas, Jackie Mitchelson, Julia Walsh): 105:06

4. Pavlov’s Pacers (Bob Lord, Samantha Ritchie, Jane (Brodie) Gregory, Daan Stam): 111:53

SIOP Members Report on Effectiveness of National Teacher Certification

Stephany Schings
SIOP Communications Specialist

Two I-O psychologists and members of SIOP—**Dr. Milton Hakel**, former SIOP president and professor and eminent scholar in the Psychology Department at Bowling Green State University, and **Dr. Deirdre Knapp**, a vice president at HumRRO—recently helped report on the effectiveness of a teacher certification program that has certified more than 63,800 teachers across the country over the last 15 years.

The two served on the Committee on Evaluation of Teacher Certification by the National Board for Professional Teaching Standards (NBPTS). Hakel served as chair. The committee was sponsored by the National Research Council in response to a request by the U.S. Congress to develop a framework for evaluating the impact of the nonprofit NBPTS on students, teachers, and the U.S. education system. Created in 1987, the mission of NBPTS is to establish "high and rigorous standards for what teachers should know and be able to do, to certify teachers who meet those standards, and to advance other education reforms" to improve student learning.

Hakel, Knapp, and the rest of the 17-person committee found that board-certified teachers are more effective at improving their students' achievement than teachers who are not board certified. However, the committee also found that school districts vary greatly in the extent to which they recognize and use certified teachers. They also recommended further research to answer remaining questions on NBPTS' impact. Their report, released in mid-June, was published in book form entitled *Assessing Accomplished Teaching: Advanced-Level Certification Programs.*

Hakel and Knapp were chosen to serve on the committee because the specific areas they work in as I-O psychologists would be useful to the evaluation. Hakel has been teaching at the college level for 42 years and has been involved in testing and education-related research. Knapp has provided psychometric expertise to certification testing programs for almost 20 years.

SIOP Administrative Office Welcomes New Employees

This summer has been a busy one for the SIOP Administrative Office. Not only have we been working hard to support SIOP, but we have also welcomed three new members to our staff.

Stephany Schings joined the SIOP staff at the end of May as the communications specialist.

In May 2007, Stephany graduated magna cum laude with honors from Miami University, earning a BA in journalism and political science. After graduating, she gained communication and community organizing experience working on two political campaigns.

Before joining the SIOP team, she also honed her interviewing, writing, and editing skills as a city government reporter for the *Fostoria Review Times* in Fostoria, OH.

Some of Stephany's responsibilities include managing the SIOP newsletter, acting as a liaison for SIOP's new journal, supporting the Leading Edge Consortium and SIOP conference, assisting with the development of Web site content, and helping with any other communications-related needs that may arise.

Also at the end of May, SIOP welcomed Tracy LaHote Vanneman as membership services manager.

A 2004 summa cum laude graduate of Bowling Green State University, Tracy holds a BS in business administration. Since graduation, she has worked in print advertising for *The News & Observer* in Raleigh, NC, and in nonprofit development for Toledo Botanical Garden in Toledo, OH.

Tracy now manages membership-related issues for the Society as well as coordinates continuing education opportunities. She is also working with other SIOP staff members to develop new initiatives for SIOP's Web site.

Most recently, the office welcomed Jeremy Hopkins into the position of Web developer. Jeremy began work in late July and is responsible for developing programs for SIOP's Web site as well as other initiatives.

Jeremy is a 2007 graduate of Bowling Green State University, and holds a BS in business administration with a specialization in management information systems. Jeremy most recently worked for the Defense Finance and Accounting Service.

If you have any communication questions, Stephany can be reached via e-mail at sschings@siop.org. Questions regarding member services can be directed to Tracy at tvanneman@siop.org. All staff can be reached by calling the Administrative Office at 419-353-0032.

SIOP Launches Newest Web Site Initiative

Stephany Schings
SIOP Communications Specialist

Tips and Trends lets members tell SIOP what's hot in I-O psychology

SIOP's most recent initiative to promote I-O psychology and psychologists is Tips and Trends, a Web site feature launched in late May that allows members to share the newest research and hottest trends in I-O psychology with just the click of a button.

By going onto the Tips and Trends Web site at www.siop.org/tips and logging in with their username and password, members can submit I-O work and research topics, share trends and issues they see in the I-O field, or suggest topics they feel deserve further discussion.

"This is an opportunity for SIOP members to let us know what they believe are the most important issues right now in the workplace and fields of I-O research," said Dave Nershi, executive director at SIOP.

The goal is to help SIOP stay up-to-date on the leading-edge work, studies, and interests of its members. SIOP can then use members' suggestions as a starting point in the development of news releases, stories, and articles to disseminate to the media.

Tips and Trends will also help SIOP better fulfill its mission to promote "the science, practice, and teaching of industrial-organizational psychology" by helping SIOP promote the impact of its members and ensure that the proper resources and attention are provided to areas that will make members more successful.

"Sharing this information," Nershi said, "will enable us to be more effective in our efforts to increase visibility of SIOP and the field of I-O psychology."

All of this translates to more media coverage, credibility, and knowledge of the I-O field as well as more opportunities for SIOP members to publicize and further their research.

Questions about SIOP Tips and Trends can be directed to the SIOP office at 419-353-0032 or by e-mailing Communications Specialist Stephany Schings at sschings@siop.org.

Student Support and Research Funding Available for SIOP Members and Students!

Wendy R. Boswell
Texas A&M University

Starting Monday, October 6, 2008, we will begin accepting proposals for three programs aimed at supporting research conducted by SIOP members and students, and two programs designed to provide support to graduate students.

Small Grant Program. Provides funding for academic–practitioner research; $15,000 available (up to two grants available, maximum of $7,500 per grant).

Graduate Student Scholarships. Provide scholarships to graduate students in I-O or related field; $3,000 (2) and Lee Hakel ($3,500).

Leslie W. Joyce and Paul W. Thayer Graduate Student Fellowship. Provides support for graduate students in I-O psychology whose focus is training/development and/or selection/placement; $10,000 available.

Douglas W. Bray and Ann Howard Grant. Provides funding for research on assessment center methods and leader/manager development; $10,000 available.

We will also begin accepting nominations for the new ***Raymond A. Katzell Award in I-O Psychology*** ($3,000). This award is designed to recognize a SIOP member who, in a major way, has shown to the general public the importance of work done by I-O psychology for addressing social issues, that is, research that makes a difference for people.

Additional information regarding program focus, eligibility criteria, and submission guidelines for each of these programs can be found in this issue of *TIP* or complete eligibility and submission guidelines can be viewed online at http://www.siop.org/siopawards/. Award decisions will be made prior to the SIOP Annual Conference in 2009 in New Orleans.

Proposals can be submitted online at **www.siop.org/awardsonline/main.aspx** by **January 30, 2009**. Please direct all questions regarding research funding to Awards Committee Chair Wendy R. Boswell, wboswell@tamu.edu.

Call for Proposals for 2009 SIOP Small Grant Program

General Procedures and Policies

The overarching goal of the Small Grant Program is to provide funding for research investigating topics of interest to both academicians and practitioners. Thus, considerable weight will be given to whether the proposal consists of a cooperative effort between academics and practitioners. In addition, the principal investigator of the project must be a SIOP Member or Student Affiliate. Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from a SIOP Member,

preferably the student's academic advisor. In order to ensure that there is a clear commitment of the organizational partner to the research, a letter recognizing this support is required.

In order to encourage wide participation and a large variety of individuals and institutions involved in the program, an individual can only be involved in one proposal per review cycle. In addition, individuals who received a grant within the last 2 years are ineligible.

Format of the Proposal

The proposal should adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following sections:

- Abstract
- Literature review and rationale for the project
- Method—including information about the sample, measures, data collection strategies, and analytical strategies
- Implications for both academicians and practitioners
- Budget and justification for expenditures of the award

The proposals should not exceed **10 pages** of text (not including references, tables, appendices). The proposal should be double spaced and use a 12-point font and 1" margins. The proposal must be a single document, either a Word document or a .pdf file, named to indicate the first author, as follows: lastname.doc or lastname.pdf.

All awarded authors will need to certify, by signature or other means, that the research will be carried out in compliance with ethical standards with regard to the treatment of human subjects (e.g., institutional review board or signed statement that the research adhered to the accepted professional standards regarding the treatment of human subjects).

Graduate Student Scholarships and the Lee Hakel Graduate Student Scholarship Call for Applications

Eligibility

Applicants must be enrolled full time and be in good standing in a doctoral program in industrial-organizational psychology or a closely related field (e.g., organizational behavior) at a regionally accredited university or college. Eligibility is not limited to students in programs located in the U.S.A.

- Applicants must be Student Affiliates of SIOP.
- Applicants must have an approved plan for their dissertation.
- Each program may endorse no more than one (1) student per year. If more than one student from a program wishes to apply for a scholarship, the program must perform an initial screening.

- Applicants who have defended their dissertations are not eligible.
- Applicants must not have previously received a SIOP Graduate Student Scholarship.

Application Procedure

The Graduate Student Scholarship Subcommittee of the Awards Committee will examine all applications for eligibility.

- **12-page maximum** summary of the dissertation research, including an explanation of research design and other important aspects of the project. NOTE: Figures or tables may be included only if they can be incorporated into the twelve (12)-page limit. A list of references should be included with the summary; references will not be included in the 12-page maximum. Summaries should be double-spaced, 12-point font, with 1" margins.
- Two-page maximum curriculum vitae including scientific publications and presentations.
- A letter from the advisor indicating that the dissertation plan has been approved.
- A letter of endorsement from the chair or director of the program in which the applicant is enrolled.

All documentation must be submitted by the applicant and must be either a Word document or a .pdf file.

Leslie W. Joyce and Paul W. Thayer Graduate Fellowship in I-O Psychology Call For Applications

Eligibility

- Recipients of the Lee Hakel, Mary L. Tenopyr, or graduate student scholarships are not eligible for the Joyce and Thayer Fellowship.
- Each I-O program may endorse no more than one (1) student per year. If more than one student from a program wishes to apply for the fellowship, the program must perform an initial screening.
- Nominees meet the following eligibility requirements:
  - PhD student in I-O psychology
  - Specializing in training and development and/or selection and placement
  - Should be committed to a practitioner career as evidenced by work experience and/or a statement of career goals
  - Should have some experience in an applied setting relevant to I-O psychology

Evaluation Criteria

The Joyce and Thayer Fellowship Committee (appointed by the Award Committee chair), will select one Fellow based on:

- The quality of the undergraduate or graduate record, including appropriateness of coursework to specialization in training and development and/or selection and placement
- The quality of the master's thesis or research summary, both scientifically and practically
- The clarity and realism of the statement of goals and aspirations
- Relevance of any applied experience to career specialization
- Appropriateness of faculty recommendations

Required Documentation

Nominees for the Joyce and Thayer Fellowship must submit:

- An official copy of undergraduate and graduate transcripts
- A statement of graduate program goals and career aspirations
- A summary of the nominee's master's thesis or summary of other completed research not to exceed 10 pages (12-point font, 1" margins, double spaced); the proposal must adhere to accepted formatting guidelines (e.g., APA guidelines)]
- Resumé that includes work assignments, paid or unpaid, related to I-O psychology
- Letters of recommendation (at least 1 and not more than 3) from graduate faculty
- Letter of endorsement from the university (or department, or I-O area)

All documentation must be submitted by the applicant and must be either a Word document or a .pdf file.

Douglas W. Bray and Ann Howard Grant Call for Proposals

Criteria for Selecting Award Winners

The Bray/Howard Grant Subcommittee (appointed by the Awards Committee chair) will evaluate proposals based on the following criteria:

- Have a sound technical/scientific base
- Show innovation and excellence
- Advance the understanding of assessment center techniques, managerial or leadership development, or preferably both
- Use a longitudinal design where appropriate
- Be submitted by members of SIOP, including Student and International Affiliates
- Have a clearly defined project plan, defined deliverables, and budget

Format of Proposals

The proposal must adhere to accepted formatting guidelines (e.g., APA guidelines) and should include the following:

- Abstract
- Literature review and rationale for the project
- Method (if applicable)—including information about the sample, measures, data collection strategies, and analytical strategies
- Implications of the findings or conclusions for research and practice
- Project plan, defined deliverables, and budget

Proposals should not exceed **10 pages** of text (not including references, tables, appendices). The proposal should be double-spaced and use a 12-point font and 1” margins. The proposal must be a single document, either a Word document or a .pdf file, named to indicate the first author, as follows: lastname.doc or lastname.pdf.

If the research involves human participants, all awarded authors must certify by signature or other methods that the research will be carried out in compliance with ethical standards concerning the treatment of human subjects (e.g., institutional review board or signed statement that the research will adhere to accepted professional standards regarding the treatment of human participants).

Proposals submitted with a Student Affiliate as the principal investigator should include a letter of endorsement from the student’s academic advisor.

New Raymond A. Katzell Award in I-O Psychology Call For Nominations

Evaluation Criteria

The Katzell Award Committee will select a SIOP Member based on the following criteria:

- The awardee(s) must be a member of SIOP, preferably with a degree in psychology
- The work shown to the general public must be research-based, and its application clearly demonstrated
- The work must have an impact on society’s well-being: e.g., making work organizations better places to work, more satisfying to workers, more efficient, or creating a service that is beneficial to the public
- The demonstration to the public must be widespread, reaching a substantial part of the public
- If the creators of the work and those who publicized it were not the same, the creators would be the awardee(s). An exception would be the creation of a book, film, or other publication that summarized and popularized a significant body of research and application. In that instance, the creator(s) of that publication would be the awardee(s)

Required Documentation

Nominations for the Katzell Award must include:

- Copies of the publication and documentation of the breadth of distribution
- Name of the member(s) being honored (e.g., writer, director or producer)

Submission Procedure

Nominations must be submitted at **www.siop.org/awardsonline/main.aspx.**

Publications submitted electronically must be in the form of either a Word document or a .pdf file. For multimedia publications (e.g., video), where video or audio copy is available through the Internet, the Web site where the publication can be viewed should be submitted with the nomination. In cases where multimedia publications are not accessible through the Internet, nominees should submit eight copies of a DVD containing the publication to the SIOP office.

SIOP Administrative Office
440 East Poe Rd., Suite 101
Bowling Green, OH 43402

Proposals can be submitted online at **www.siop.org/awardsonline/main.aspx** by **January 30, 2009**. Please direct all questions regarding research funding to Awards Committee Chair Wendy R. Boswell, wboswell@tamu.edu.

SIOP MEMBERS IN THE NEWS

Clif Boutelle

Reporters have found SIOP and its members fertile ground when searching for resources to provide information for work-related stories. It is not always the mainstream news media—large metropolitan newspapers and magazines—that are contacting SIOP members. There are literally hundreds of specialty publications and Web sites looking for knowledgeable people to assist with stories. These publications have a surprisingly large readership and offer exposure opportunities for I-O psychology in a couple of ways: Reporters learn about the field by talking with SIOP members, and readers can become aware of I-O through the stories.

Every mention of a SIOP member and his or her work or comments in the media is helpful to our mission to gain greater visibility for SIOP and I-O psychology. Following are just some of the mentions in recent months:

Research, linking baseball and workplace teams, by **Stephen Humphrey** of Pennsylvania State University, **Fred Morgeson** of Michigan State University, and colleague Michael Mannor of the University of Notre Dame was featured in August in various publications including the *Washington Post* and *Reliable Plant* magazine. They found that baseball teams investing in highly skilled pitchers and catchers, whom they consider "core role" players, enjoy greater success than teams who do not make that kind of investment. This model, they say, also translates to business workplace teams, which should be constructed around core role holders rather than individual characteristics.

The June 19 issue of *WebCPA*, a trade magazine for the accounting profession, covered a presentation by **Kathleen Grace** of Grace Consulting Services in Bolton, ON, to the Forum of Women in Accounting held in Las Vegas. Urging women to strive for more leadership roles in their firms, Grace described what she called the seven deadly sins of career management, including failure to take risks early and often. She said many women don't take risks for fear of making a mistake they cannot correct. Men, on the other hand, aren't as afraid to take risks and are respected, despite the outcome, for their actions.

Body art and piercings may be fine in some settings but not in the workplace, says **Brian Miller** of Texas State University. Miller's research on body art shows clearly a stigma associated with tattoos worn by coworkers. His findings appeared in an August 3 *Atlanta Journal-Constitution* story. Just 1% of Americans had body art 30 years ago, but that's ballooned to 24% now, Miller said.

"Some people just can't telecommute because they get too lonely," noted **Jack Aiello** of Rutgers University for a July 30 Forbes.com story on the advantages and disadvantages of telecommuting. The story noted that more people are working from home in order to save gas money. But studies have shown that driving back and forth to work accounts for only 20% of all car

travel and that telecommuters actually drive more miles making extra trips or running errands or just getting out of the house.

A July 27 *Atlanta Journal-Constitution* story about companies monitoring employees' work activities, including e-mails and electronic keys, featured research by **Kurt Dirks** of Washington University. He said companies that closely monitor employees are taking a risk. He cited concern about sensitive information that might have high value leaving the company as the primary reason for monitoring. "But being monitored can cause employees to lose trust, make them too careful, and harm productivity," he said.

Ben Dattner of Dattner Consulting in New York City contributed to a July 21 *Baltimore Sun* article about survivors' emotions after an organization has undergone layoffs. "There are feelings of guilt," he said, adding that in addition to low morale and picking up the work of departed colleagues, layoff survivors deal with heightened fear and uncertainty about their own futures.

Dattner was also interviewed for an August 7 story on CNN.com about how exhibiting anger in the workplace hurts women more than men. He disagreed with the premise saying those kind of statements only reinforce negative stereotypes. There are plenty of variables, not just gender, that affect people's perception of others in the workplace. "I don't think there is a kind of behavior solely exhibited by men or women," he said.

The June 25 issue of *Forbes* quoted **Scott Erker** of Development Dimensions International for a story about how organizations are using online testing to find candidates who seem to be a good match for a position. "These online assessments are typically culture-fit and motivational tests," he explained. He cautions test takers not to provide answers they think the employer is looking for but to be honest. "You might find yourself in a job incompatible to your personality type and values. The more honest you are, the better off in the long run."

Erker also contributed to a June 3 *Wall Street Journal* story about job candidates facing a panel of interviewers, something companies are doing more frequently. Group grilling can throw a person off a bit, he said, but with preparation and advance notice, a candidate can impress the interviewers. He said the panel interview approach identifies people who work well in a group setting, a critical skill at a business that "demands team collaboration."

Constance Dierickx of RHR International in Atlanta contributed to a June 17 Forbes.com story on succession planning. Successful leadership transitions are not defined by a sound plan to restore a company's financial and operational responsibilities, but they are about knowing how to make it happen. "It's easy to write a plan and make a fancy notebook, but it's difficult to actually implement it," Dierickx said.

She also added some comments for a June 23 *Los Angeles Times* column on recommendations for a father about to turn over his company to two equally hardworking sons. Dierickx said their roles cannot be the same, nor

do they have to be unequal. She added it is important to start with an honest conversation with them and aim for an agreement on how their roles will change. “Make formal agreements about ownership and about what will happen when there are disagreements,” she said.

Resumé embellishment is fairly common, and the scarcity of jobs encourages resumé flexing even more, says **Melinda Blackman** of California State University at Fullerton in a June 11 *Forbes* article. Some companies invest heavily to check a candidate’s background, but most don’t have the time or money, she said. Background checks are important, and she also suggested multiple interviews (formal and informal) that might raise suspicions about a candidate.

Are teachers who earn advanced certification from the National Board for Professional Teaching more effective than those without that credential? A report by a national scientific panel, headed by **Milt Hakel** of Bowling Green State University, indicated that teachers with board certification are indeed more effective, but more needs to be done to transform the field in the broader ways the standards board envisioned, according to a June 11 *Education Week* story. Hakel noted that professional board certification has not caught on in education as it has in other professions like the medical field. Also serving on the review committee was **Deirdre Knapp** of HumRRO in Alexandria, VA.

A June 10 story in the *Wall Street Journal* about women scaling the leadership ladder referred to a *Harvard Business Review* article written by **Alice Eagly** of Northwestern University and Linda Carli of Wellesley College. They acknowledged that more women have risen to top level positions, but what prevents more women from reaching the top is not a single barrier but a maze of obstacles along the way. “In truth, women are not turned away only as they reach the penultimate stage of a distinguished career. They disappear in various numbers at many points leading up to that stage,” they said.

Employee burnout has long been associated with job unhappiness and being underpaid and overworked. A study by **Christina Maslach** of the University of California at Berkeley and **Michael Leiter** of Acadia University in Nova Scotia found a different reason for burnout: employees’ perception of whether they were being treated fairly. Fairness issues are highly linked to the anger and cynicism associated with burnout, said Maslach. Lieter pointed out that people who sensed they were being treated unfairly were twice as likely to burn out as employees who did not. Their research appeared in the June issue of the *Journal of Applied Psychology* and was reported in several media outlets including the June 10 *Washington Post* and *Tampa Tribune*.

The June issue of IPMA-HR’s *HR News* carried two stories written by SIOP members. **J. Craig Wallace** of Oklahoma State University and **Bryan Edwards** of Auburn University contributed “Insights into Attracting and Retaining Talent From Generation Y.” **Dory Hollander** of WiseWorkplaces in Arlington, VA authored “Creating an Onboarding Culture.”

In a May 27 *Wall Street Journal* story, **David Nadler** of Oliver Wyman Consulting in New York commented on an analysis conducted by Booz & Co. suggesting that corporate directors often hesitate to oust a weak leader because they lack an internal replacement. A major reason is that boards do not have a succession plan in place and take the attitude that they will go along with the underperforming CEO and hope things get better.

Please let us know if you or a SIOP colleague have contributed to a news story. We would like to include that mention in **SIOP Members in the News**.

Send copies of the article to SIOP at siop@siop.org, fax to 419-352-2645, or mail to SIOP at 440 East Poe Road, Suite 101, Bowling Green, OH 43402.

IOTAS

Anna L. Sackett
University at Albany

Awards & Recognition

Gary Latham received the Thomas A. Mahoney Mentoring Award from the Human Resource Division of the Academy of Management for educating and promoting the success of doctoral students. Latham has also been awarded the Harry and Miriam Levinson Award for Exceptional Contribution to Consulting Organizational Psychology from the American Psychological Foundation.

Dov Zohar is the recipient of the 2008 Lifetime Achievement Award in Occupational Health Psychology, offered jointly by American Psychological Association and Center for Disease Control. The award ceremony took place during the Work, Stress, and Health (WSH) conference in Washington, DC.

CONGRATULATIONS!

Transitions, Appointments, and New Affiliations

Development Dimensions International (DDI), a global human resource consulting firm, recently hired **James K. Lamphere** as a senior consultant and **Jimmy Davis** as a consultant. Davis and Lamphere will provide hiring and development solutions to DDI clients. Prior to joining DDI, Lamphere served as a senior manager for Aon Consulting, and Davis held a number of roles at The Home Depot including mergers & acquisitions, talent management, staffing, and most recently, diversity and inclusion. Davis also served as an adjunct professor of Psychology at Morehouse College and Spelman College.

The Singapore Management University is pleased to announce the appointment of **David Chan** as vice provost of Research and Graduate Studies. As vice provost, Chan is responsible for leading the development and implementation of the research agenda for the university and overseeing the development and delivery of all graduate programs.

The Chicago School of Professional Psychology is pleased to announce **Ilianna Kwaske** as the new chair of the Business Psychology Department. Kwaske will oversee the MA in I-O Psychology and the PsyD in business psychology programs at the school's Chicago campus.

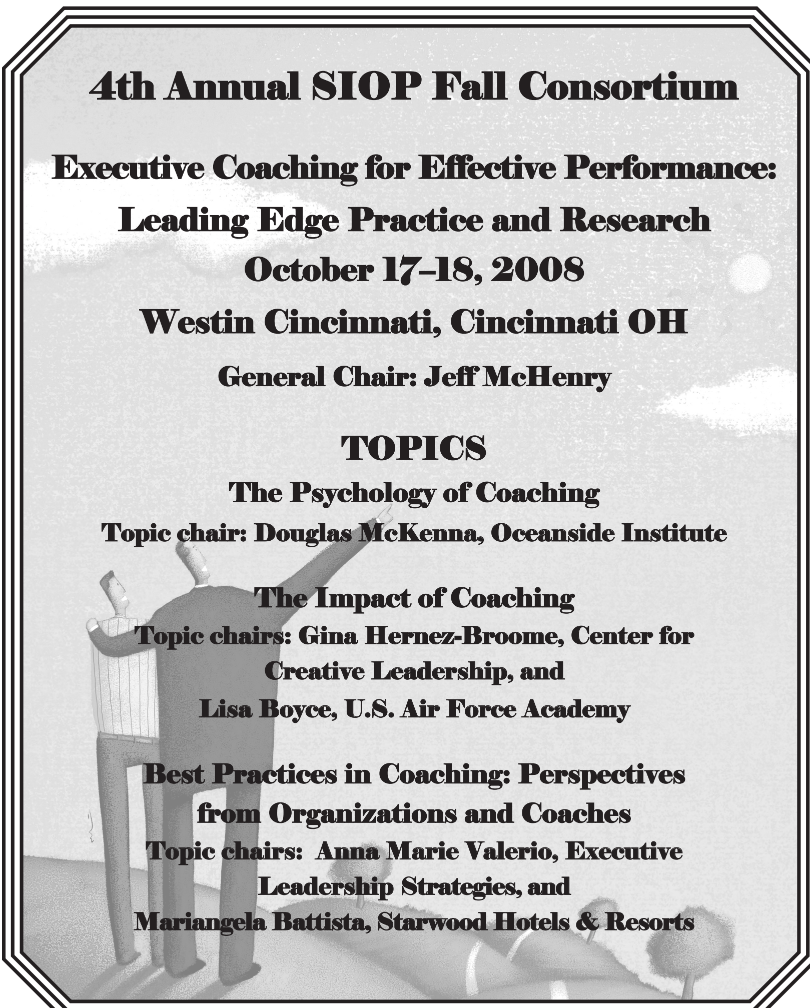
Michael Ford from the I-O psychology program at George Mason University has joined the University at Albany, State University of New York I-O faculty as an assistant professor this fall. Ford joined SIOP members **Marcus Crede, Sylvia Roch**, and **Kevin Williams**.

Bobby Baker was named vice president over the operations of Corvirtus. He will be responsible for managing overall company direction as well as strategically planning future products development.

The Organizational Psychology program at the University of Maryland is pleased to announce that **Mo Wang** will be joining the faculty in January 2009. Mo joins **Michele Gelfand, Paul Hanges,** and **Cheri Ostroff.**

BEST OF LUCK!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to **Wendy Becker** at WBecker@siop.org.



Announcing New SIOP Members

Adrienne Colella
Tulane University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of August 18, 2008.

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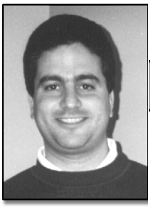
Welcome!



CONFERENCES & MEETINGS

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Please submit additional entries to David Pollack at David.Pollack@Sodexo.com.

2008

Sept 29–Oct 3	Annual Conference of the International Military Testing Association. Amsterdam, Netherlands. Contact: www.internationalmta.org.
Oct 17–18	SIOP Fall Consortium. Cincinnati, OH. Contact: SIOP, www.siop.org/lec. (CE credit offered.)
Nov 3–8	Annual Conference of the American Evaluation Association. Denver, CO. Contact: AEA, (888) 232-2275 or www.eval.org.

2009

Feb. 4–7	Annual Conference of the Society of Psychologists in Management (SPIM). San Diego, CA. Contact: www.spim.org. (CE credit offered.)
Feb. 18–21	Annual Conference of the Southeastern Psychological Association. New Orleans, LA. Contact: SEPA, www.sepaonline.com. (CE credit offered.)
Feb. 27–March 1	Annual IO/OB Graduate Student Conference. Chicago, IL. Contact: ioob@iit.edu.
March 18–20	29th Annual Assessment Centre Study Group Conference. Stellenbosch, South Africa. Contact: www.acsg.co.za.
March 21–24	Annual Conference of the American Society for Public Administration. Miami, FL. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
April 2–4	Annual Conference of the Society for Industrial and Organizational Psychology. New Orleans, LA. Contact: SIOP, www.siop.org. (CE credit offered.)

April 13–17	Annual Convention, American Educational Research Association. San Diego, CA. Contact: AERA, (202) 223-9485 or www.aera.net.
April 13–15	Annual Convention, National Council on Measurement in Education. San Diego, CA. Contact: NCME, (608) 443-2487 or www.ncme.org.
May 17–22	39th Annual Information Exchange on “What is New in Organization Development and Human Resource Development.” Fairhope, AL. Contact: www.odinstitute.org.
May 22–25	Annual Convention of the American Psychological Society. San Francisco, CA. Contact: APS, www.psychologicalscience.org. (CE credit offered.)
May 31–June 1	Annual Conference of the American Society for Training and Development. Washington, DC. Contact: ASTD, www.astd.org.
June 11–13	Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Montreal, Quebec. Contact: www.psychology.uwo.ca/csiop.
June 29–July 1	Annual Conference of the Society for Human Resource Management. New Orleans, LA. Contact: SHRM, www.shrm.org. (CE credit offered.)
August 2–6	Annual Convention of the American Statistical Association. Washington, DC. Contact: ASA, www.amstat.org. (CE credit offered.)
August 6–9	Annual Convention of the American Psychological Association. Toronto, Ontario, Canada. Contact: APA, www.apa.org. (CE credit offered.)
August 7–12	Annual Meeting of the Academy of Management. Chicago, IL. Contact: Academy of Management, www.aomonline.org.
Sept. 13–16	Annual Conference of the International Public Management Association Assessment Council. Nashville, TN. Contact: IPMA, www.ipmaac.org.
Oct. 19–23	Annual Conference of the Human Factors and Ergonomics Society. San Antonio, TX. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)

Call for Submissions to the 2009 APA Convention

Online call for submissions will be open until **Monday, December 1, 2008.**

I am pleased to announce the call for submissions for the Division 14 program at the 2009 APA Conference in Toronto. The conference will run from Thursday, August 6 to Sunday, August 9. Please take advantage of this opportunity to share your work in formats such as posters, symposia, tutorials, and conversation hours. Conference attendees will have opportunities to attend innovative programming sessions such as our newly created evidence-based practice session led by our APA Council Representatives. Attendees also will have many professional networking opportunities such as the joint social hour hosted by Divisions 5 and 14.

As you may recall from your SIOP submissions, SIOP now has a process that enables members to choose whether they would like any SIOP submission not accepted for the SIOP conference to be considered for presentation at APA. If you selected that option, you do not need to resubmit your proposal for APA. We will make decisions about those submissions after the SIOP conference decisions are finalized.

For the complete Call for Proposals and guidelines for submission formats, visit the APA Convention Web site: **www.apa.org/convention**. All submissions (except those initially considered for the SIOP conference) must be received online via the APA Web site by **Monday, December 1, 2008** to be considered for acceptance.

Submissions will be considered from APA and/or SIOP members or from individuals sponsored by an APA or SIOP member. Individual paper submissions may be combined to form paper sessions on a common topic or included in poster sessions. Cross-cutting proposals from multiple divisions are especially encouraged.

Questions may be directed to the Division 14 Program Chair, Robert Sinclair, at amyandbobsinclair@gmail.com.

The International Public Management Association for Human Resources Assessment Council (IPMAAC) James C. Johnson Student Paper Award

The International Public Management Association for Human Resources Assessment Council (IPMAAC) is offering the James C. Johnson Student Paper Award that will recognize the achievements of students in the field of personnel management. Graduate, undergraduate, and former students are invited to submit research papers to be judged on the basis of their contribution to the field.

The award winner will present the winning paper at IPMAAC's Annual Conference in Nashville, TN, September 12–16, 2009. The winner will receive up to $600.00 in conference related travel expenses, free conference registration, 1-year membership in IPMAAC, and recognition in the widely read IPMAAC and International Public Management Association for Human Resources newsletters. In addition, the university department where the student's research was completed will receive a $500 grant and a plaque commemorating the student's IPMAAC award achievement.

All manuscripts for the 2008–2009 competition must be submitted no later than **March 16, 2009.** For more details, please visit the IPMAAC Web site or contact Jessica Allen at jallen@ipma-hr.org.

SIOP Members Should Join Division 5

Join APA's Division 5 (Measurement, Statistics, and Evaluation) community of scholars—free! Division 5 is a central division of APA and is a key quantitative organization where researchers and scholars can come together to consider and discuss issues in measurement, statistics, and evaluation in psychology.

The APA Science Directorate charged the Task Force on Increasing the Quantitative Pipeline to address the shortage of quantitative scholars in the U.S. They recognized that there are few places for quantitative scholars to come together as a community. Division 5 is one of those places and has been an active part of APA for over 60 years.

One good reason to join right now is that Division 5 is offering free membership for your first year. (Rates are $9 for graduate students, and $43 for affiliates or members. Note: No APA membership required!)

Joining Division 5 takes about one minute! If you are interested in a free 1-year Division 5 membership, visit http://uncodum.qualtrics.com/SE?SID=SV_3gbJwLXppZHtkKE&SVID=Prod.

Division 5 is an important ally in furthering the interests of SIOP in APA. Their APA representatives almost always support proposals in APA Council that are consistent with SIOP perspectives and frequently join SIOP representatives in cosponsoring proposals. APA involvement has waned, but support of, and alliance with, Division 5 can retain and increase influence. APA and the APA program remain central to many Division 5 members; those who attend APA or who might if there were more programming of interest should be involved in Division 5.

Also, please consider volunteering for divisional committees. Several committees would benefit from your contributions (e.g., discussion list, programs of interest at APA, newsletter, membership). The future of Division 5 rests on the ability to serve all quantitatively oriented scholars.

Questions? Contact Division 5 Membership Chair **Abigail Panter** (panter@unc.edu) or **Neil Schmitt** (schmitt@msu.edu).

Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at WBecker@SIOP.org. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board or Executive Committee to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

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(All Periodicals Publications Except Requester Publications)

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10. Owner *(Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)*

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11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box → ☒ None

12. Tax Status *(For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one)*
The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:
☒ Has Not Changed During Preceding 12 Months
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17. Signature and Title of Editor, Publisher, Business Manager, or Owner
David A. Nershi, Executive Director

Date
August 12, 2008

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

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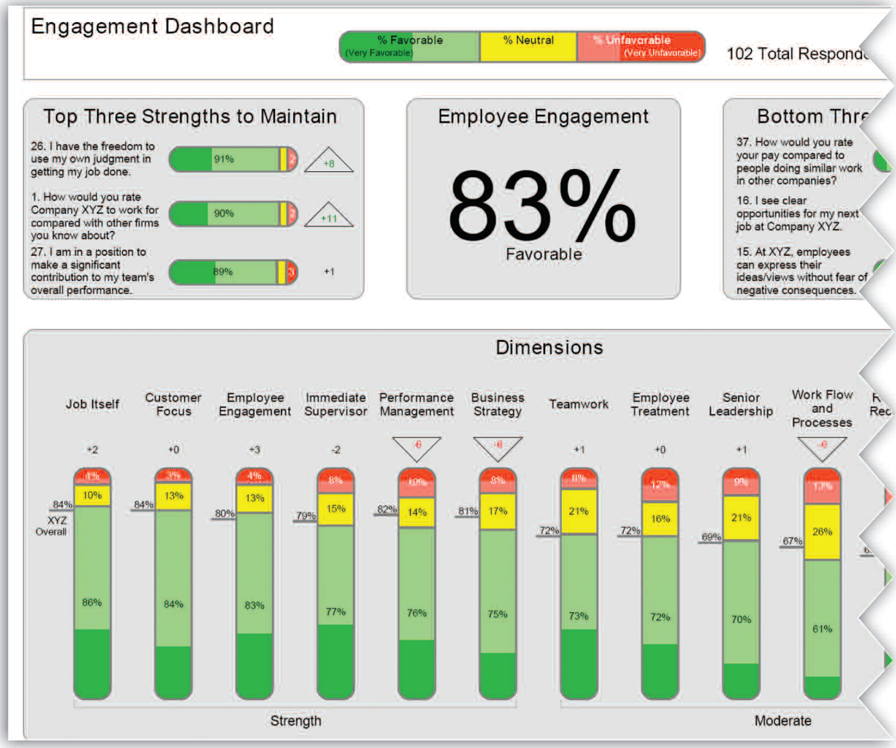

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